

## DOCUMENT RESUME

ED 344 066

CE 060 868

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TITLE Video Usage in Career Development Project. Producer's Report and Descriptions of 98 Reviewed Career Development Videos.  
INSTITUTION Colorado State Univ., Ft. Collins.  
SPONS AGENCY National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.  
PUB DATE Apr 92  
NOTE 81p.  
PUB TYPE Reports - Evaluative/Feasibility (14?)  
  
EDRS PRICE MF01/PC04 Plus Postage.  
DESCRIPTORS Adult Education; \*Career Counseling; \*Career Development; Career Education; Competency Based Education; Counselor Training; \*Educational Technology; Elementary Secondary Education; \*Instructional Material Evaluation; \*Videotape Recordings  
IDENTIFIERS \*National Career Development Guidelines

## ABSTRACT

This report describes a project to explore video technology as a tool for career competency achievement. It discusses the following project outcomes: evaluation of 98 videotapes by 398 counselors in 20 national workshops, based on the National Career Development Guidelines (NCDG); counselor training in the use of videos for career development; establishment at Colorado State University of a clearinghouse on video usage; and provision of feedback on the evaluations to 38 video producers, along with a copy of the NCDG. Comparative ratings of the 98 videos are arrayed in a chart. For each title, the following are given: consumer rating on a 1-10 scale; number of evaluators; ratings and rankings of overall quality, instructional effectiveness, and production quality; cost; publication date; audience; NCDG content area; length; publisher; and rating of ability to increase the achievement of NCDG competencies. Names and addresses of publishers are provided. Appendices are as follows: results of a survey of workshop participants; two wish lists for future videos needed from producers; National Career Development Association guidelines for the preparation and evaluation of video career media; and list of evaluators. Content descriptions of the 98 videos and a list of the 12 NCDG competencies complete the document. (NLA)

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# PRODUCER'S REPORT

## VIDEO USAGE IN CAREER DEVELOPMENT PROJECT

- \*Provide 20 Training Workshops Related to the National Career Development Guidelines
- \*Evaluation of 98 Career Development Videotapes
- \*Establish Career Development Video Clearinghouse
- \*Status Report on Video Usage in Career Development
- \*Orient 38 Producers to National Career Development Guidelines and Competencies
- \*Provide Input and Leadership to Establish the National Career Development Association's Guidelines to the Preparation and Evaluation of Video Career Media
- \*Follow up with 398 Counselor/Career Development Specialists Who Served as Video Evaluators
- \*Follow up with 38 Producers

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**303-491-6879**

Funded by the National Occupational Information Coordinating Committee

April 1992

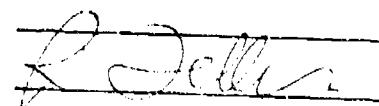
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## Acknowledgements

Many individuals provided considerable support to this project. Success is attributed to their leadership, support and willingness to work beyond the task. Mary Beth McCormac and Walt Webb provided the original trust believing that as the National Guidelines were making significant impact, new tools were needed to provide career development competency achievement. Joe Vasos taught the project director to see the power of video as coordinators of the 20 training workshops gathered audiences to learn about the National Career Development Guidelines, video usage and complete video evaluations.

Katie Kirkham, Brent Jacobsen, Nancy Wise, Jean Lamm, Eli Cobb, Peg Cancilla, Karen Kilk, Debbie Blattenbauer, Julie Miller, BJ Keen, Joe Cancilla and Brian Cobb proved invaluable in getting the project through its various stages. From technical editing, cataloging and data analysis, training, and carrying VCR's from one corner of the project to the other many contributed without compensation. Phyllis Beard is credited with the design and quality of the summary profiles, utilizing many more fonts than one should ever deliver. Her willingness to make adjustments cannot be applauded enough. Jim Harris of the Colorado SOICC and Betty Bloom are responsible for the behind the scenes budgeting support which kept the project within budget.

Over 398 counselor/career development professionals completed seven hours of training and video reviewing intend on advancing product quality supportive of comprehensive guidance programs and the National Career Development Guidelines. To the 38 participating video producers allowing their products to be rated by a new and foreign process I offer my most sincere acknowledgement.

To all I offer my sincere appreciation, and dedicate to you the frequent flyer miles accrued during a project which cut across the national guidance community. A community of committed professionals willing to consider video usage as a method of meeting increased needs during a time of decreasing resources. May this project offer support to the creation and utilization of video technology within career development.

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Rich Feller  
Ft. Collins, CO

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## Project Overview

### Background

The National Career Development Guidelines have provided the guidance, counseling and career development community with a rallying voice from which to promote and improve guidance programs nationwide. During an era of school restructuring and massive transformation of the workplace, career development has become an organizing theme which many policy makers, educators, and human resource specialists look to in search of answers. Few would argue that the career development needs of students and workers receive enough attention. Content areas of self knowledge, educational and occupational exploration and career planning need to be a part of everyone's learning experience. Fortunately educational institutions and employers are embracing career development as a lifelong developmental process that can be influenced by comprehensive and developmental programs. Career development is finding a home within the schoolplace, the workplace and in the community.

The National Occupational Information Coordinating Committee (NOICC) fostering much of the development of the National Guidelines has become a strong force in counselor training and the career development process. NOICC's many research, training and dissemination efforts have led to the promotion and improvement of both the demand for and facilitation of labor market and career information. This project is one such example.

While the National Career Development Guidelines have provided a process for program development and improvement, video technology has made great strides in helping to deliver information across the curriculum areas. Hundreds of videotapes are made available by an expanding number of video producers. Prior to the time of this project little had been collected about video usage in career development and few formal evaluations or attempts to standardize the evaluation process had been identified.

While counselors were known to be targets of significant marketing efforts by producers, little attention to the issues related to video usage in career development had been provided. And as the guidance curriculum has regained its status and importance it seemed necessary to assist guidance program developers with information about the potential usefulness of video technology.

NOICC with interest in providing processes from which counselors could provide quality information to an increasing number of students/clients at all levels K-Adult saw fit to fund this project and the following objectives:

- a. provide training related to the National Career Development Guidelines while introducing the National Career Development Competencies
- b. explore video technology as a tool through which career competency achievement could be improved
- c. provide leadership in the development of video evaluation techniques
- d. promote the development of guidelines related to the development of career development videotapes
- e. collect data on counselor/career development professionals video usage in career development
- f. assist producers in the development of quality video products that relate to career development competencies

g. provide training related to video usage in career development.

**Training Effort**

Twenty workshops were held throughout the United States for 398 counselors and career development professionals between October 1990 and November 1991. Titled "Video Usage in Career Development" workshops were held in the following cities:

Long Beach, CA	October 23, 1990
Baltimore, MD	October 31, 1990
Portland, OR	November, 7, 1990
Tallahassee, FL	January 15, 1991
Conway, SC	February, 12, 1991
Albuquerque, NM	March 22, 1991
Milwaukee, WI	April 15, 1991
Seattle, WA	May 3, 1991
Salt Lake City, UT	May 6, 1991
Rochester, MI	May 17, 1991
Lansing, MI	May 20, 1991
Ft. Collins, CO	June 14, 1991
Bismarck, ND	August 14, 1991
Ft. Collins, CO	October 4, 1991
Ft. Collins, CO	October 5, 1991
Ft. Collins, CO	October 15, 1991
Denver, CO	October, 18, 1991
San Diago, CA	November 8, 1991

Recruiting information about each workshop listed the following purposes:

1. Participants view seven career development videotapes useful with students.
2. Participants learn to be better consumers of career development videos, evaluate tapes with a standardized form, and discuss how videos can be used in a career development program.
3. Evaluations are entered into a national databank.
4. Participants learn of the National Career Development Guidelines, receive copies of the National Career Development Competencies and evaluate videotapes according to the competencies within the content areas of Self Knowledge, Educational and Occupational Exploration and Career Planning

Thirty eight producers who allowed their videotapes to be evaluated were sent copies of the National Career Development Competencies along with a copy of the Career Development Video Reviews Evaluation Form. With information about the National Guidelines, the project's goals and encouragement to attend to overall quality, instructional effectiveness and production quality it is hoped that producer's will be even more consumer conscious as well as competency focused as they develop the next wave of videotapes. Producers attending to needs of the field and quality issues can expect to see a greater response from consumers as video usage continues to expand. Additionally, students and clients can expect to see more competency based career development tools available as the guidance curriculum, career development and self directed learning tools become more accessible.

Numerous producers and counselors learning about the project requested additional material and evaluation forms during the project.

The National Career Development Association, a long time leader in product review and standards development, had concurrently been working to develop a

document titled Guidelines to the Preparation and Evaluation of Video Career Media. Many of the lessons learned from this project were directly incorporated into that document. That document partially authored by the director of this project is included within this report.

#### Videos Selected for Evaluation

With the increasing abundance of videotapes related to self knowledge, educational and occupational exploration and career planning available to counselors 98 videotapes were formally reviewed by this project. Potential videotapes were collected from personal contacts with producers, solicitation through announcements in professional newsletters and through direct letter contact with major producers. While there appears to be a dearth of videotapes developed for elementary students and older adults, a vast array of videos are available for students in the traditional junior and senior high age range. In many cases producers seem to hesitate to target their videos to specific audiences. The project intentionally sought out a wide range of producers, a varied range of topical areas related to career development and a variety of videotapes with differing video techniques, lengths and prices. Only videos designed for the education market were included as were videos that could stand alone. While many videos are part of a series they were included only if they were sold as individual units.

#### Evaluation Effort

Each video was evaluated by at least 20 counselor/career development professionals using an evaluation titled Career Development Video Reviews Evaluation Form developed by the project staff. Each reviewer completed similar training prior to evaluation of the videotapes. Results were compiled to create three scores. Overall rating indicated the score for the evaluators overall rating of the videotape. Instructional effectiveness combined scores from evaluation of videotape content, effectiveness and social orientation. Production quality rating combined scores from evaluation of authenticity, instructional design, audio, visual and market value. Each video was also rated for its ability to increase the "intended viewer's" achievement of each National Career Development Competency.

#### Status Report on Video Usage

As reported within the Counselor/ Career Development Professionals Survey within this document one can suggest that at this point in time much can be done to improve and expand the use of video technology. While training in video usage is not commonplace many schools and organizations seem to be initiating projects related to video development. One SOICC has indicated that as a result of the training provided it will develop a video career lending library. More than half of video users identified indicate that they use video within group guidance/ workshops and class instruction. A lack of money, a lack of knowledge about which videos are available and limited finances were the three most frequently mentioned reasons for limited use of video in a counselors work. Less than 12 percent of counselors have used interactive video and only 45 percent have seen an interactive video. Forty-three percent of participating counselors were aware of the National Career Development Guidelines prior to this training.

#### Clearinghouse on Video Usage in Career Development

During this project a clearinghouse for video usage in career development was established at Colorado State University in attempt to provide information and project results as they were being developed. Considerable time was spent in

consultation with producers and video developers as they sought to learn about product comparisons, market research and consumer needs. Non-partisan support was provided to organizations seeking financial support from foundations and agencies. Viewers were also permitted to view any of the 98 videos housed within the project clearinghouse. Because of the concern for pirating and to protect the integrity of the project no videos are allowed out for loan. A video festival which highlighted 32 videotapes was conducted by the clearinghouse at the National Career Development Association Convention in San Antonio in January 1992. During the Software and Technology Festival at the 1992 American Association for Counseling and Development Convention in Baltimore, the projects results were disseminated.

Follow Up

All 38 producers participating in the project received copies of the Videotape Profile Summary Sheets related to the videotapes they produced. This allowed each producer to correct and update any information included within the project. It also allowed each producer to receive a copy of the National Guidelines and Career Development Video Reviews Evaluation Form. Each producer has also received a report on the project as has each of the 398 videotape evaluators.

# Comparative Ratings of Career Development Video Tapes

## EXAMPLE

<u>TITLE</u>	Consumer Rating	N	CONSUMER RATINGS of OVERALL SCORE					Poor				
			Excellent	Above Average	Acceptable	Poor						
America's Hospitality Industry	21		10 0	9 1	8 3	7 3	6 3	5 8	4 1	3 0	2 1	1 0
Overall: C-(81/98) Instruct: B-(57/98) Product: C+(67/98)												

Consumer Rating - the number of evaluators selecting the overall score from each score ranging from 1(poor) to 10 (excellent). In this example 3 evaluators rated this tape with an overall score of 8.

N - Number of evaluators evaluating the video. 21 evaluators rated this video.

Overall - A rating and ranking of Overall Quality. Ratings range from A+ to D+ and rankings from 1 of 98 to 98 of 98. This tape's Overall Quality rating was a C- and ranked 81 of 98 videos reviewed.

Instruct - A rating and ranking of Instructional Effectiveness. Ratings range from A+ to D+ and rankings from 1 of 98 to 98 of 98. This tape's Instructional Effectiveness rating was B- and ranked 57 of 98 videos reviewed.

Product - A Rating and ranking of Production Quality. Ratings range from A+ to D+ and rankings from 1 of 98 to 98 of 98. This tape's Production Quality rating was C+ and ranked 67 of 98 videos reviewed.

Cost:	\$9.95	Length:	6:43
Publ. Date:	1987	Publ. Code:	HotRest
Audience:	H.S.--Adult	NOICC Comp:	A: 0
NOICC Cat.	C. P.		B: 8

Cost - The purchase price

Publ. Date - Date of Publication

Audience - Producers identified their intended audience from four options (Elementary, Middle/Junior, High School and Adult)

NOICC Cat. - Producers identified the NOICC content area most related to the video from three options (Self Knowledge, Educational and Occupational Exploration, and Career Planning)

Length - Length of video in minutes and seconds

Pub. Code - Abbreviation for Publisher (see Publisher Code and Address List section of this report for the publisher's address)

NOICC Comp - Each video was rated according to it's ability to increase the "intended viewer's" achievement within each of the 12 NOICC career development competency areas (see the Career Development Evaluation form for descriptions). An "A" rating indicates those competencies which received scores two standard deviations above the mean for that competency. A "B" rating indicates those competencies which received scores more than one and less than two standard deviations above the mean for that competency.

<u>TITLE</u>		<u>CONSUMER RATINGS of OVERALL SCORE</u>											
America's Hospitality Industry		Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$9.95	Length:	6:43		
		21		10 0	9 1	8 3	7 3	6 3	5 8	4 1	3 0	2 2	1 0
		Overall: C-(81/98) Instruct: B-(57/98) Product: C+(67/98)						Publ. Date:	1987	Publ. Code:	NatRest		
								Audience:	H.S.--Adult				
								NOICC Cat.	C. P.				
										NOICC Comp:	A: 0		
										B:	8		
Are You Ready		Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Free (to non-profit org.)	Length:	30:00		
		22		10 4	9 7	8 7	7 3	6 0	5 1	4 0	3 0	2 0	1 0
		Overall: A (12/98) Instruct: A (17/98) Product: B+(33/98)						Publ. Date:	1990	Publ. Code:	JCPenney		
								Audience:	Middle/Jr.--H.S.				
								NOICC Cat.	C. P.				
										NOICC Comp:	A: 0		
										B:	1-12		
Basic Guide to Resume Writing and Job Interviews, The		Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$89	Length:	45:00		
		21		10 2	9 3	8 7	7 5	6 3	5 0	4 0	3 0	2 0	1 0
		Overall: B+(31/98) Instruct: B+(37/98) Product: B (47/98)						Publ. Date:	1988	Publ. Code:	Advantag		
								Audience:	H.S.--Adult				
								NOICC Cat.	E. & O. Ex.				
										NOICC Comp:	A: 7		
										B:	2, 6, 12		
Be Your Best Self: Assertiveness Training		Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$189	Length:	35:00		
		20		10 4	9 4	8 11	7 0	6 0	5 1	4 0	3 0	2 0	1 0
		Overall: A (10/98) Instruct: A+(9/98) Product: A (18/98)						Publ. Date:	1989	Publ. Code:	Sunburs		
								Audience:	Middle/Jr.--H.S.				
								NOICC Cat.	S. K.				
										NOICC Comp:	A: 2, 9		
										B:	1, 5		
Better Jobs: Using the OOH		Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$95	Length:	19:37		
		22		10 0	9 0	8 2	7 3	6 3	5 5	4 2	3 4	2 3	1 0
		Overall: D+(91/98) Instruct: D+(94/98) Product: D+(90/98)						Publ. Date:	7/90	Publ. Code:	Meridi		
								Audience:	H.S.				
								NOICC Cat.	E. & O. Ex.				
										NOICC Comp:	A: 6		
										B:	4, 7, 8, 12		
Black College White College: A Matter of Choice		Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$79	Length:	14:00		
		20		10 3	9 4	8 9	7 1	6 1	5 1	4 1	3 0	2 0	1 0
		Overall: A-(20/98) Instruct: B+(39/98) Product: A+(8/98)						Publ. Date:	1991	Publ. Code:	Guidanc		
								Audience:	H.S.--Adult				
								NOICC Cat.	E. & O. Ex.				
										NOICC Comp:	A: 9		
										B:	1-6, 8, 10-12		
Black, Male and Successful in America		Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$85	Length:	14:00		
		39		10 9	9 7	8 6	7 5	6 6	5 2	4 3	3 1	2 0	1 0
		Overall: A-(28/98) Instruct: B+(30/98) Product: A-(28/98)						Publ. Date:	1990	Publ. Code:	Guidanc		
								Audience:	Middle/Jr.--H.S.--Adult				
								NOICC Cat.	S. K.				
										NOICC Comp:	A: 0		
										B:	1-5, 10-11		
Building Self-Confidence		Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$199	Length:	38:00		
		21		10 2	9 4	8 6	7 6	6 1	5 1	4 1	3 0	2 0	1 0
		Overall: A-(27/98) Instruct: A (19/98) Product: A (19/98)						Publ. Date:	1990	Publ. Code:	Sunburs		
								Audience:	Middle/Jr.--H.S.				
								NOICC Cat.	S. K.				
										NOICC Comp:	A: 1		
										B:	2-3, 5, 9		

CONSUMER RATINGS of OVERALL SCORE												
TITLE	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	NOICC Cat.		
			10 22	9 0	8 1	7 9	6 5	5 6	4 0	3 0	2 1	1 0
Career Exploration for the 90's		Overall: C (75/98) Instruct: C (75/98) Product: C-(89/98)										
Career Journey, The	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$345	Length: 28:00	Publ.Code: MediaG		
			10 27	9 1	8 3	7 3	6 5	5 2	4 3	3 2	2 0	1 1
		Overall: C+(69/98) Instruct: C+(67/98) Product: B (48/98)										
Career Tracks	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$12.50	Length: 18:00	Publ.Code: NATEF		
			10 23	9 0	8 5	7 7	6 5	5 2	4 3	3 0	2 0	1 1
		Overall: B (42/98) Instruct: B-(56/98) Product: B-(56/98)										
Careers for the 21st Century, Vol. 1, Program 1	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$75 ea or \$360/set-12	Length: 15:00	Publ.Code: Takeoff		
			10 31	9 6	8 6	7 4	6 3	5 2	4 1	3 1	2 0	1 2
		Overall: B-(49/98) Instruct: A-(22/98) Product: B+(30/98)										
Careers for the 21st Century, Vol. 1, Program 5	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$75 ea or \$360/set-12	Length: 15:00	Publ.Code: Takeoff		
			10 32	9 1	8 11	7 10	6 5	5 2	4 1	3 0	2 0	1 0
		Overall: A-(26/98) Instruct: B-(53/98) Product: B (45/98)										
Careers in Biotechnology & Genetic Engineering	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$90	Length: 29:00	Publ.Code: CareerP		
			10 20	9 3	8 3	7 6	6 5	5 1	4 1	3 1	2 0	1 0
		Overall: A-(25/98) Instruct: A (11/98) Product: B-(54/98)										
Careers in Caring	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$55	Length: 12:30	Publ.Code: TheMedia		
			10 21	9 1	8 4	7 5	6 5	5 2	4 2	3 0	2 1	1 1
		Overall: B (45/98) Instruct: B (41/98) Product: B-(52/98)										
Careers in Robotics	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$90	Length: 29:00	Publ.Code: CareerP		
			10 20	9 4	8 6	7 5	6 3	5 0	4 1	3 1	2 0	1 0
		Overall: A (18/98) Instruct: A+(10/98) Product: A-(25/98)										

CONSUMER RATINGS OF OVERALL SCORE												
<u>TITLE</u>	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	NOICC Cat.	Length: 20:00 Publ.Code: CareerP NOICC Comp: A: 0 B: 4. 6-8	
			10	9	8	7	6	5	4	3	2	1
Careers in Transportation & Material Moving	21	2	1	7	2	5	0	3	1	0	0	Overall: B (47/98) Instruct: A-(23/98) Product: B (41/98)
												Length: 25:00/ea (3 pts) Publ.Code: Technim NOICC Comp: A: 0 B: 1, 4-6, 9-10, 12
Careers 2000: Where Do I Fit In	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$99.95 or \$275/set	Publ. Date:	1990	H.S.--Adult	
	22	0	0	4	8	2	2	5	1	0	0	Overall: C+(68/98) Instruct: C-(84/98) Product: C (79/98)
												Length: 27:00 Publ.Code: NM-SOICC NOICC Comp: A: 4, 11-12 B: 1, 3, 5-10
CHOICES: Nontraditional Jobs for the Nineties	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Dup. Cost Only	Publ. Date:	1990	H.S.--Adult	
	21	6	10	4	0	0	0	1	0	0	0	Overall: A+(3/98) Instruct: A (13/98) Product: A-(27/98)
												Length: 10:00 Publ.Code: NYStateEd NOICC Comp: A: 6, 8, 10-12 B: 2-5, 7, 9
Choices in Health	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$155	Publ. Date:	1989	Middle/Jr.	
	23	3	10	6	3	0	1	0	0	0	0	Overall: A (11/98) Instruct: A+(8/98) Product: A (13/98)
												Length: 12:00 Publ.Code: AmCulin NOICC Comp: A: 0 B: 4, 8, 11
Culinary Careers: People, Professionalism, Service	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$25	Publ. Date:	1988	Audience:	
	23	2	2	7	8	2	2	0	0	0	0	Overall: B+(29/98) Instruct: A (15/98) Product: B+(31/98)
												Length: 14:00 Publ.Code: EdAssoc NOICC Comp: A: 0 B: 2, 7
Did You Get My Message?	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$85	Publ. Date:	1987	Audience:	
	21	0	2	0	1	5	4	4	2	2	1	Overall: D+(90/98) Instruct: C-(89/98) Product: C-(80/98)
												Length: 30:00 Publ.Code: AdminMgt NOICC Comp: A: 7 B: 2, 12
Dynamic Interviewing	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$39.95	Publ. Date:		Audience:	
	27	0	4	7	8	3	3	1	1	0	0	Overall: B (46/98) Instruct: B+(31/98) Product: C-(88/98)
												Length: 35:00 Publ.Code: JIST NOICC Comp: A: 0 B: 2, 7
Effective Answers to Interview Questions	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$195	Publ. Date:	1989	Audience:	
	25	0	4	4	4	5	4	0	3	0	1	Overall: C+(59/98) Instruct: C+(65/98) Product: C+(66/98)

CONSUMER RATINGS of OVERALL SCORE												
TITLE	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	Length: 25:00 Publ.Code: JIST		
Effective Interviewing Skills	24		10 4	9 1	8 4	7 3	6 2	5 4	4 2	3 1	2 2	1 1
Overall: C (71/98) Instruct: C+(60/98) Product: B-(55/98)												
Effective Telephone Techniques	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$89 or \$399/set-5 1991	Audience: H.S.--Adult C. P.	NOICC Comp: A: 0 B: 2, 7		
	22		10 0	9 0	8 0	7 1	6 2	5 2	4 3	3 9	2 1	
Overall: D+(98/98) Instruct: D+(96/98) Product: D+(98/98)												
Entrepreneurship: A Vision for Everyone	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$89 or \$400/set 1989	Audience: Adults E. & O. Ex.	Length: 27:00 Publ.Code: JIST		
	20		10 0	9 1	8 4	7 3	6 8	5 3	4 0	3 1	2 0	1 0
Overall: C+(65/98) Instruct: C (79/98) Product: C (73/98)												
Finding the Right College	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$49.50 1989	Audience: Adult (Teacher Inservice; Student Recruitment) E. & O. Ex.	Length: 25:00 Publ.Code: CtrEduc		
	20		10 2	9 3	8 4	7 7	6 2	5 1	4 0	3 1	2 0	1 0
Overall: B+(32/98) Instruct: A (20/98) Product: B (49/98)												
Fitting In: A New Look at Peer Pressure	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$98 1988	Audience: H.S.--Adult (College Prep) E. & O. Ex.	Length: 40:00 Publ.Code: CambrC		
	20		10 1	9 0	8 2	7 9	6 3	5 4	4 0	3 0	2 0	1 1
Overall: C+(64/98) Instruct: B (47/98) Product: C+(64/98)												
Four Stages of Interviewing, The	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$95 1988	Audience: Middle/Jr.--H.S. S. K.	Length: 25:00 Publ.Code: UnitedL		
	27		10 1	9 4	8 6	7 2	6 5	5 4	4 1	3 3	2 1	1 0
Overall: C+(66/98) Instruct: B+(38/98) Product: B (40/98)												
From High School to College: Choice/Transition	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$98 or \$275/set-3 1986	Audience: H.S. C. P.	Length: 30:00/es-(3) Publ.Code: CambrC		
	20		10 8	9 6	8 5	7 1	6 0	5 0	4 0	3 0	2 0	1 0
Overall: A+(2/98) Instruct: A+(6/98) Product: A+(3/98)												
Getting a Good Start	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$100 1986	Audience: H.S.--Adult (Guidance Counselors/Parents) C. P.	Length: 40:00 Publ.Code: Carnegi		
	21		10 2	9 0	8 9	7 4	6 1	5 2	4 3	3 0	2 0	1 0
Overall: B (44/98) Instruct: B-(51/98) Product: B+(35/98)												

CONSUMER RATINGS of OVERALL SCORE													
TITLE	Consumer Rating	N	Excellent					Above Average			Acceptable		Poor
			10	9	8	7	6	5	4	3	2	1	
Go For It! A Career Video for Early Teens	Consumer Rating	38	3	6	9	4	4	3	2	5	2	0	
Overall: B-(55/98) Instruct: B (43/98) Product: C+(62/98)													
Cost:	\$125	Length: 8:16											
Publ. Date:	1990												
Audience:	Middle/Jr.												
NOICC Cat.	E. & O. Ex.												
NOICC Comp:	A: 0												
	B: 3, 6, 9, 12												
Got a Job Interview, Learn the Skills	Consumer Rating	20	10	9	8	7	6	5	4	3	2	1	
Overall: A-(24/98) Instruct: A (16/98) Product: A+(9/98)													
Cost:	\$189	Length: 28:00											
Publ. Date:	1988												
Audience:	H.S.												
NOICC Cat.	E. & O. Ex.												
NOICC Comp:	A: 0												
	B: 1-12												
Has Anybody Seen Phil? Drama & Stress Among Teenagers	Consumer Rating	24	10	9	8	7	6	5	4	3	2	1	
Overall: A+(4/98) Instruct: A (12/98) Product: A+(1/98)													
Cost:	Free to non-profit org.	Length: 30:00											
Publ. Date:	1989												
Audience:	Middle/Jr. --H.S.--Adult												
NOICC Cat.	S. K.												
NOICC Comp:	A: 0												
	B: 1-3, 9-10												
How to Keep a Job	Consumer Rating	27	10	9	8	7	6	5	4	3	2	1	
Overall: A (13/98) Instruct: A-(27/98) Product: A (17/98)													
Cost:	\$169	Length: 25:00											
Publ. Date:	1989												
Audience:	Middle/Jr.--H.S.												
NOICC Cat.	E. & O. Ex.												
NOICC Comp:	A: 2, 5												
	B: 1, 3, 8-10												
I Blew It: Learning from Failure	Consumer Rating	32	10	9	8	7	6	5	4	3	2	1	
Overall: C (78/98) Instruct: C+(71/98) Product: C (74/98)													
Cost:	\$169	Length: 22:00											
Publ. Date:	1988												
Audience:	Elementary--Middle/Jr.												
NOICC Cat.	S. K.												
NOICC Comp:	A: 0												
	B: 1-2												
I Like Being Me: Self Esteem	Consumer Rating	24	10	9	8	7	6	5	4	3	2	1	
Overall: A+(9/98) Instruct: A+(5/98) Product: A+(4/98)													
Cost:	\$169	Length: 24:00											
Publ. Date:	1990												
Audience:	Elementary--Middle/Jr.												
NOICC Cat.	S. K.												
NOICC Comp:	A: 1-3												
	B: 5, 9, 11												
Identify Your Skills	Consumer Rating	24	10	9	8	7	6	5	4	3	2	1	
Overall: C-(83/98) Instruct: D+(92/98) Product: C+(68/98)													
Cost:	\$89 or \$399/set-5	Length: 20:00											
Publ. Date:	1991												
Audience:	H.S.--Adult (2 versions)												
NOICC Cat.	S. K.												
NOICC Comp:	A: 0												
	B: 7, 12												
Images of Marketing Education	Consumer Rating	21	10	9	8	7	6	5	4	3	2	1	
Overall: C (74/98) Instruct: C-(81/98) Product: C (70/98)													
Cost:	\$55	Length: 13:00											
Publ. Date:	1990												
Audience:	Adult												
NOICC Cat.	C. P.												
NOICC Comp:	A: 0												
	B: 4, 8												

CONSUMER RATINGS of OVERALL SCORE										
TITLE	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$45	Length: 14:52	
Impacts of Single Parenting, The	24	10 0	9 1	8 5	7 4	6 3	5 0	4 3	3 0	2 0
Overall: C+(60/98) Instruct: B 945/98 Product: C-(86/98)										
It Only Takes Once	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$189	Length: 25:00	
	34	10 3	9 16	8 10	7 1	6 3	5 0	4 1	3 0	2 0
Overall: A (16/98) Instruct: A+(7/98) Product: A+(7/98)										
It's a New World	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$89	Length: 37:00	
	24	10 0	9 9	8 4	7 3	6 3	5 4	4 1	3 0	2 0
Overall: B+(34/98) Instruct: B-(54/98) Product: A-(29/98)										
Job Connection: Applying for Work	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$48	Length: 15:00	
	23	10 0	9 2	8 3	7 4	6 6	5 4	4 0	3 3	2 1
Overall: C (76/98) Instruct: C+(69/98) Product: C (72/98)										
Job Hunt & Staying on Track	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$48	Length: 7:00	
	46	10 0	9 5	8 10	7 9	6 11	5 6	4 4	3 1	2 0
Overall: B-(54/98) Instruct: C+(66/98) Product: B (42/98)										
Job Interviewing	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$275	Length: 20:00	
	21	10 1	9 3	8 5	7 3	6 2	5 2	4 2	3 1	2 0
Overall: C+(61/98) Instruct: A-(28/98) Product: B+(39/98)										
Job Search: Locating Potential Employers	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$69.96 or \$695/set-12	Length: 28:49	
	21	10 0	9 1	8 2	7 3	6 4	5 4	4 5	3 2	2 0
Overall: C-(80/98) Instruct: C-(82/98) Product: C-(81/98)										
Job Search Methods That Get Results	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$89 or \$399/set-5	Length: 28:00	
	27	10 2	9 1	8 4	7 7	6 1	5 2	4 3	3 3	2 4
Overall: C-(85/98) Instruct: B-(58/98) Product: C (76/98)										

<u>CONSUMER RATINGS of OVERALL SCORE</u>														
<u>TITLE</u>	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$99	Length: 18:00					
Job Survival Skills: It's a Jungle Out There			32	10 0	9 5	8 4	7 6	6 3	5 8	4 1	3 1	2 1	1	
Overall: C (72/98) Instruct: C+(59/98) Product: B-(57/98)														
Let's Go: Success on The Job	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$48	Length: 8:00					
				30	10 0	9 6	8 2	7 11	6 5	5 3	4 3	3 0	2 0	1 0
Overall: B-(48/98) Instruct: C+(70/98) Product: B-(58/98)														
Life After High School: Manufacturing Workers	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$295	Length: 30:00					
				20	10 2	9 8	8 5	7 4	6 1	5 0	4 0	3 0	2 0	1 0
Overall: A (17/98) Instruct: A-(29/98) Product: A (12/98)														
Making Contacts: The Power of Networking	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$39.95	Length: 30:00					
				24	10 1	9 0	8 4	7 3	6 3	5 6	4 6	3 0	2 1	1 0
Overall: C-(82/98) Instruct: C (80/98) Product: C (77/98)														
Marketing Your Vocational Skills	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$99 or \$275/set	Length: 25:00/ea.(3 pts)					
				28	10 0	9 2	8 4	7 10	6 7	5 4	4 1	3 0	2 0	1 0
Overall: B-(52/98) Instruct: B+(36/98) Product: C+(69/98)														
Minor Benefits of Self-Sufficiency	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$79.95	Length: 18.50					
				25	10 1	9 3	8 3	7 3	6 2	5 4	4 4	3 4	2 1	1 0
Overall: C (79/98) Instruct: D+(95/98) Product: B-(53/98)														
Miracle Resume, The - Creating Effective Resumes	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$99	Length: 23:00					
				20	10 0	9 0	8 0	7 1	6 5	5 2	4 3	3 1	2 4	1 4
Overall: D+(96/98) Instruct: D+(97/98) Product: C-(87/98)														
Mirror, Mirror	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$75	Length: 10:00					
				35	10 1	9 5	8 12	7 9	6 3	5 4	4 1	3 0	2 0	1 0
Overall: B+(35/98) Instruct: B-(48/98) Product: C+(60/98)														

<u>CONSUMER RATINGS of OVERALL SCORE</u>												
Moving Up	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	NOICC Cat.	Length: 30:00 Publ.Code: AdminMgt NOICC Comp: A: 0 B: 1-4, 7, 9, 12	
			10	9	8	7	6	5	4	3	2	1
		21	1	3	5	7	2	1	2	0	0	0
Overall: B+(38/98) Instruct: B+(32/98) Product: B+(32/98)												
Negotiating Competitive Salaries and Benefits	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	NOICC Cat.	Length: 30:00 Publ.Code: AdminMgt NOICC Comp: A: 6, 8 B: 1-3, 5, 7, 9, 12	
			10	9	8	7	6	5	4	3	2	1
		21	8	10	2	1	0	0	0	0	0	0
Overall: A+(1/98) Instruct: A+(1/98) Product: A+(2/98)												
Not Just a Job: Career Planning for Women	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	NOICC Cat.	Length: 35 min Publ.Code: CambDoc NOICC Comp: A: 0 B: 1, 3-7, 9-12	
			10	9	8	7	6	5	4	3	2	1
		22	1	1	6	4	5	2	2	0	0	1
Overall: C+(58/98) Instruct: C (78/98) Product: B (44/98)												
Only the Good Need Apply	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	NOICC Cat.	Length: 15:00 Publ.Code: EdAssoc NOICC Comp: A: 0 B: 7	
			10	9	8	7	6	5	4	3	2	1
		21	0	0	0	0	2	2	5	7	3	2
Overall: D+(97/98) Instruct: D+(98/98) Product: D+(94/98)												
Organize Your Job Search	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	NOICC Cat.	Length: 21:00 Publ.Code: JIST NOICC Comp: A: 0 B: 6-7	
			10	9	8	7	6	5	4	3	2	1
		25	0	2	2	0	7	5	4	3	2	0
Overall: C-(87/98) Instruct: C (72/98) Product: C-(84/98)												
Outside	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	NOICC Cat.	Length: 39:00 Publ.Code: Takeoff NOICC Comp: A: 0 B: 1, 3, 5, 9, 11-12	
			10	9	8	7	6	5	4	3	2	1
		21	3	9	5	2	1	0	1	0	0	0
Overall: A (15/98) Instruct: B-(49/98) Product: A (11/98)												
Paper Job Search Tools	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	NOICC Cat.	Length: 22:00 Publ.Code: JIST NOICC Comp: A: 0 B: 2	
			10	9	8	7	6	5	4	3	2	1
		21	0	3	1	2	2	7	3	2	1	0
Overall: C-(86/98) Instruct: C-(90/98) Product: C (75/98)												
Planning a Successful Job Hunt	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	NOICC Cat.	Length: 30:00 Publ.Code: AdminMgt NOICC Comp: A: 0 B: 6, 8-9	
			10	9	8	7	6	5	4	3	2	1
		22	5	12	3	0	0	1	0	1	0	0
Overall: A+(6/98) Instruct: A+(3/98) Product: A-(21/98)												

<b>TITLE</b>		<b>CONSUMER RATINGS OF OVERALL SCORE</b>											
Power of Choice, The - Self Esteem	Consumer Rating	N	Excellent 10 22	Above Average 9 110	Acceptable 8 1	Poor 7 1						Cost: Publ. Date: Audience: NOICC Cat.	\$64.95 or \$549.50/set 1989 Middle/Jr.--H.S. S. K.
													Length: 30:00 Publ.Code: LiveWire
													NOICC Comp: A: 1 B: 2-3, 9
Overall: A-(19/98) Instruct: A-(24/98) Product: A-(24/98)													
Profiles: People & Jobs Professional Specialty and Service Occupations	Consumer Rating	N	Excellent 10 20	Above Average 9 0	Acceptable 8 0	Poor 7 1						Cost: Publ. Date: Audience: NOICC Cat.	\$199/set-4 1991 Jr.--H.S.--Adult E. & O. Ex.
													Length: 15:00 Publ.Code: ACE
													NOICC Comp: A: 0 B: 4, 6, 8, 10
Overall: C-(84/98) Instruct: C-(73/98) Product: C-(82/98)													
Resume Experience, The	Consumer Rating	N	Excellent 10 20	Above Average 9 0	Acceptable 8 1	Poor 7 2						Cost: Publ. Date: Audience: NOICC Cat.	\$89 or \$400/set 1989 Adult E. & O. Ex.
													Length: 21:00 Publ.Code: JIST
													NOICC Comp: A: 0 B: 0
Overall: D+(94/98) Instruct: C-(88/98) Product: D+(96/98)													
Risk-Taking and You	Consumer Rating	N	Excellent 10 21	Above Average 9 2	Acceptable 8 1	Poor 7 2						Cost: Publ. Date: Audience: NOICC Cat.	\$169 1988 Middle/Jr.--H.S. S. K.
													Length: 30:00 Publ.Code: HumanRel
													NOICC Comp: A: 0 B: 1, 3 9
Overall: B-(41/98) Instruct: B+(34/98) Product: B+(36/98)													
Roofing Careers	Consumer Rating	N	Excellent 10 28	Above Average 9 3	Acceptable 8 3	Poor 7 9						Cost: Publ. Date: Audience: NOICC Cat.	Free 1990 H.S. E. & O. Ex.
													Length: 10:00 Publ.Code: NatlRoof
													NOICC Comp: A: 0 B: 6, 8, 10-11
Overall: B+(37/98) Instruct: B-(40/98) Product: B+(34/98)													
Self-Defeating Behaviors: How to Stop It	Consumer Rating	N	Excellent 10 20	Above Average 9 0	Acceptable 8 3	Poor 7 5						Cost: Publ. Date: Audience: NOICC Cat.	\$199 1990 Jr.--H.S.--Adult S. K.
													Length: 40:00 Publ.Code: HumanRel
													NOICC Comp: A: 0 B: 1-3, 5, 9
Overall: B-(56/98) Instruct: C+(61/98) Product: B-(59/98)													
Self-Esteem-Choices Today for Career Satisfaction Tomorrow	Consumer Rating	N	Excellent 10 28	Above Average 9 1	Acceptable 8 2	Poor 7 4						Cost: Publ. Date: Audience: NOICC Cat.	\$98 or \$449/set-5 1988 S. K.
													Length: 17:00 Publ.Code: CombrC
													NOICC Comp: A: 0 B: 1-2, 5
Overall: C-(70/98) Instruct: B-(50/98) Product: C+(61/98)													
Self-Image and Your Career	Consumer Rating	N	Excellent 10 32	Above Average 9 7	Acceptable 8 10	Poor 7 9						Cost: Publ. Date: Audience: NOICC Cat.	\$199 1988 Jr.--H.S.--Adult E. & O. Ex.
													Length: 37:00 Publ.Code: Sunburs
													NOICC Comp: A: 10 B: 1-7, 9, 11-12
Overall: A+(8/98) Instruct: A-(21/98) Product: A+(6/98)													

TITLE

Seven Phases of a Job Interview, The

Consumer Rating	N	CONSUMER RATINGS of OVERALL SCORE					Poor				
		Excellent	Above Average	Acceptable	Poor						
	22	10 0	9 1	8 1	7 5	6 4	5 1	4 4	3 4	2 1	1 1

Overall: C-(88/98) Instruct: C (74/98) Product: C (78/98)

Cost: \$195  
 Publ. Date: 1988  
 Audience: H.S.--Adult  
 NOICC Cat. C. P.

Length: 38:00  
 Publ.Code: JIST  
 NOICC Comp: A: 0  
 B: 2, 6-7, 9

Seven Secrets to High School, The

Consumer Rating	N	CONSUMER RATINGS of OVERALL SCORE					Poor				
		Excellent	Above Average	Acceptable	Poor						
	24	10 0	9 1	8 0	7 3	6 5	5 4	4 1	3 4	2 6	1 0

Overall: D+(92/98) Instruct: C-(83/98) Product: D+(95/98)

Cost: \$25  
 Publ. Date: 1990  
 Audience: Jr.  
 NOICC Cat. S. K.

Length: 8:00  
 Publ.Code: Ballenty  
 NOICC Comp: A: 0  
 B: 0

Take This Job and Keep It!

Consumer Rating	N	CONSUMER RATINGS of OVERALL SCORE					Poor				
		Excellent	Above Average	Acceptable	Poor						
	26	10 0	9 2	8 7	7 6	6 5	5 2	4 0	3 3	2 1	1 0

Overall: C+(63/98) Instruct: C (77/98) Product: C-(83/98)

Cost: 1991  
 Publ. Date: 1991  
 Audience: H.S.  
 NOICC Cat. E. & O. Ex.

Length: 17:00  
 Publ.Code: NYStateEd  
 NOICC Comp: A: 0  
 B: 2, 5, 8, 10

Teenage Parents: Making It Work

Consumer Rating	N	CONSUMER RATINGS of OVERALL SCORE					Poor				
		Excellent	Above Average	Acceptable	Poor						
	23	10 0	9 0	8 3	7 0	6 3	5 2	4 5	3 2	2 3	1 5

Overall: D+(93/98) Instruct: D+(91/98) Product: D+(91/98)

Cost: \$59  
 Publ. Date: 1987  
 Audience: Jr.--H.S.  
 NOICC Cat. C. P.

Length: 17:00  
 Publ.Code: TheVacSt  
 NOICC Comp: A: 0  
 B: 0

Teenage Stress

Consumer Rating	N	CONSUMER RATINGS of OVERALL SCORE					Poor				
		Excellent	Above Average	Acceptable	Poor						
	30	10 0	9 2	8 1	7 1	6 5	5 5	4 4	3 4	2 4	1 2

Overall: D+(93/98) Instruct: D+(91/98) Product: D+(91/98)

Cost: \$95  
 Publ. Date: 1991  
 Audience: Jr.--H.S.  
 NOICC Cat. S. K.

Length: 17:00  
 Publ.Code: Meridi  
 NOICC Comp: A: 0  
 B: 9

Ten Fastest Growing Careers: Jobs for the Future Program 1 of 4

Consumer Rating	N	CONSUMER RATINGS of OVERALL SCORE					Poor				
		Excellent	Above Average	Acceptable	Poor						
	20	10 2	9 5	8 7	7 3	6 1	5 2	4 0	3 0	2 0	1 0

Overall: A-(22/98) Instruct: A (18/98) Product: A (14/98)

Cost: \$209/set-4  
 Publ. Date: 1990  
 Audience: Middle/Jr.--H.S.--Adult  
 NOICC Cat. E. & O. Ex.

Length: 15:00  
 Publ.Code: GuidAssoc  
 NOICC Comp: A: 0  
 B: 3-8, 10-12

Tips For a Successful Interview

Consumer Rating	N	CONSUMER RATINGS of OVERALL SCORE					Poor				
		Excellent	Above Average	Acceptable	Poor						
	36	10 1	9 6	8 8	7 4	6 4	5 4	4 3	3 4	2 2	1 0

Overall: C+(67/98) Instruct: B+(35/98) Product: D+(92/98)

Cost: \$89  
 Publ. Date: 1989  
 Audience: H.S.--Adult  
 NOICC Cat. E. & O. Ex.

Length: 22:00  
 Publ.Code: JIST  
 NOICC Comp: A: 0  
 B: 1, 6-8

Tonic the Tree

Consumer Rating	N	CONSUMER RATINGS of OVERALL SCORE					Poor				
		Excellent	Above Average	Acceptable	Poor						
	23	10 0	9 3	8 3	7 8	6 3	5 3	4 3	3 0	2 0	1 0

Overall: B-(53/98) Instruct: C-(86/98) Product: A-(26/98)

Cost: \$79.95  
 Publ. Date: 1988  
 Audience: Elementary  
 NOICC Cat. E. & O. Ex.

Length: 12:10  
 Publ.Code: MarshMed  
 NOICC Comp: A: 3  
 B: 1

CONSUMER RATINGS OF OVERALL SCORE												
<u>TITLE</u>	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	Publ. Date:	Audience:	Length: 32:00 Publ. Code: JIST NOICC Comp: A: 8 B: 3-7, 10-12		
			10	9	8	7	6	5	4	3	2	1
Tough New Labor Market, The and What It Takes to Succeed	28	1	9	4	3	4	5	0	2	0	0	
Overall: B (43/98) Instruct: A-(26/98) Product: B (46/98)												
Transitions: Choices for Mid Career Changers	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	Cost:	\$89	Length: 27:00 Publ. Code: JIST			
		20	10	9	8	7	6	5	4	3	2	1
		0	1	6	3	2	4	3	1	0	0	
Overall: B-(57/98) Instruct: C+(62/98) Product: C-(85/98)							Cost:	Publ. Date:	Audience:	NOICC Cat.		
Unbridled Opportunities: Careers in the Horse Industry	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	\$39.95 or \$49.94 w/Lesson Plan	Length: 24:00				
		20	10	9	8	7	6	5	4	3	2	1
		5	6	7	2	0	0	0	0	0	0	
Overall: A+ (5/98) Instruct: A+(2/98) Product: A+(5/98)							Cost:	Publ. Date:	Audience:	NOICC Cat.		
Waiting Room, The	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	\$39.95 or \$49.94 w/Lesson Plan	Length: 24:00				
		20	10	9	8	7	6	5	4	3	2	1
		3	6	5	1	1	0	1	2	1	0	
Overall: B+(30/98) Instruct: C+(64/98) Product: A (16/98)							Cost:	Publ. Date:	Audience:	NOICC Cat.		
Watcha Gonna Do Now?	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	\$53.70	Length: 30:00				
		22	10	9	8	7	6	5	4	3	2	1
		2	7	2	4	3	1	0	2	1	0	
Overall: B (39/98) Instruct: B-(55/98) Product: B-(51/98)							Cost:	Publ. Date:	Audience:	NOICC Cat.		
Why Work? Six Reasons You Are Better Off Employed	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	\$85	Length: 17:00				
		27	10	9	8	7	6	5	4	3	2	1
		0	4	9	5	4	1	2	0	1	1	
Overall: B-(51/98) Instruct: B-(52/98) Product: C+(65/98)							Cost:	Publ. Date:	Audience:	NOICC Cat.		
Winning at Job Hunting in the 90's	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	\$95	Length: 15:00				
		21	10	9	8	7	6	5	4	3	2	1
		1	9	4	4	1	1	0	1	0	0	
Overall: A-(23/98) Instruct: A (14/98) Product: A-(23/98)							Cost:	Publ. Date:	Audience:	NOICC Cat.		
Working	Consumer Rating	N	Excellent	Above Average	Acceptable	Poor	\$59.95	Length: 60:00				
		20	10	9	8	7	6	5	4	3	2	1
		3	6	4	3	2	2	0	0	0	0	
Overall: A-(21/98) Instruct: B (46/98) Product: A (15/98)							Cost:	Publ. Date:	Audience:	NOICC Cat.		

<u>TITLE</u>		CONSUMER RATINGS of OVERALL SCORE											
Working Toward a Career	Consumer Rating	N	Excellent 10 20	Above Average 9 0	Acceptable 8 2	Poor 7 4	Acceptable 6 5	Poor 5 0	Acceptable 4 4	Poor 3 1	Acceptable 2 2	Poor 1 0	
			Overall: C (77/98) Instruct: C (76/98) Product: D+(93/98)										Length: 12:50 Publ.Code: Meridi
Working With Your Supervisor	Consumer Rating	N	Excellent 10 20	Above Average 9 1	Acceptable 8 2	Poor 7 4	Acceptable 6 5	Poor 5 0	Acceptable 4 1	Poor 3 0	Acceptable 2 0	Poor 1 0	
			Overall: B (40/98) Instruct: A-(25/98) Product: B (43/98)										Length: 12:15 Publ.Code: UnitedL
Would I Work With Me?	Consumer Rating	N	Excellent 10 20	Above Average 9 1	Acceptable 8 3	Poor 7 9	Acceptable 6 4	Poor 5 0	Acceptable 4 2	Poor 3 0	Acceptable 2 0	Poor 1 0	
			Overall: B+(33/98) Instruct: C-(87/98) Product: B+(37/98)										Length: 18:25 Publ.Code: Opportun
Yes? No? Maybe? Decision-Making Skills	Consumer Rating	N	Excellent 10 24	Above Average 9 2	Acceptable 8 10	Poor 7 9	Acceptable 6 2	Poor 5 0	Acceptable 4 1	Poor 3 0	Acceptable 2 0	Poor 1 0	
			Overall: A (14/98) Instruct: A+(4/98) Product: A-(20/98)										Length: 18:00 Publ.Code: Sunburs
You and Your Co-Workers	Consumer Rating	N	Excellent 10 23	Above Average 9 0	Acceptable 8 3	Poor 7 2	Acceptable 6 10	Poor 5 4	Acceptable 4 1	Poor 3 3	Acceptable 2 0	Poor 1 0	
			Overall: B-(50/98) Instruct: B (42/98) Product: B+(38/98)										Length: 11:00 Publ.Code: UnitedL
You Can Choose!-- Cooperation	Consumer Rating	N	Excellent 10 22	Above Average 9 6	Acceptable 8 5	Poor 7 7	Acceptable 6 3	Poor 5 1	Acceptable 4 0	Poor 3 0	Acceptable 2 0	Poor 1 0	
			Overall: A+(7/98) Instruct: B+(33/98) Product: A (10/98)										Length: 28:00 Publ.Code: Livewire
Your Aptitudes: Related to Learning Job Skills	Consumer Rating	N	Excellent 10 26	Above Average 9 0	Acceptable 8 3	Poor 7 2	Acceptable 6 2	Poor 5 2	Acceptable 4 4	Poor 3 5	Acceptable 2 3	Poor 1 4	
			Overall: C-(89/98) Instruct: C-(85/98) Product: C (71/98)										Length: 13:10 Publ.Code: Meridi
Your Future: Planning Thru Career Exploration	Consumer Rating	N	Excellent 10 20	Above Average 9 0	Acceptable 8 5	Poor 7 4	Acceptable 6 6	Poor 5 3	Acceptable 4 1	Poor 3 1	Acceptable 2 1	Poor 1 0	
			Overall: B+(36/98) Instruct: B (44/98) Product: A-(22/98)										Length: 16:47 Publ.Code: Meridi
													NOICC Comp: A: 6 B: 3-5, 9-10, 12

TITLE  
Your Interests: Related  
to Work Activities

Consumer Rating	N	CONSUMER RATINGS of OVERALL SCORE													
		Excellent	Above Average	Acceptable	Poor	10	9	8	7	6	5	4	3	2	1
	20	0	2	4	5	3	3	2	1	0	0				

Overall: C+(62/98) Instruct: C+(63/98) Product: C+(63/98)

Cost: \$95  
Publ. Date: 1989  
Audience: Jr.--H.S.--Adult  
NOICC Cat. C. P.

Length: 11:02  
Publ.Code: Meridi  
NOICC Comp: A: 0  
B: 6, 9-10, 12

Your Temperaments:  
Related to Work  
Situations

Consumer Rating	N	CONSUMER RATINGS of OVERALL SCORE													
		Excellent	Above Average	Acceptable	Poor	10	9	8	7	6	5	4	3	2	1
	21	1	1	3	3	6	4	1	1	1	0				

Overall: C (73/98) Instruct: C+(68/98) Product: B-(50/98)

Cost: \$95  
Publ. Date: 1989  
Audience: Jr.--H.S.--Adult  
NOICC Cat. C. P.

Length: 12:40  
Publ.Code: Meridi  
NOICC Comp: A: 0  
B: 1, 4, 9-10

## Producers Code and Address List

ACE	ACE Distribution Service Kansas State University Ste. 248, 2323 Anderson Avenue Manhattan, KS 66502-2911	GreatPlains	Great Plains National P O Box 80669 Lincoln, NE 68501
AdminMgt	Administrative Management Society 1101 14th St. NW, Ste 1100 Washington, DC 20005	GuidAssoc	Guidance Associates P O Box 1000 Mt. Kisco, NY 10549-0010
Advantag	Advantage Video c/o Vocational Biographies P O Box 31 Sauk Centre, MN 56378-0031	Guidanc	Guidance Resource Ctr. 3330 King St. Alexandria City Public Schools Alexandria, VA 22302
AmCulin	American Culinary Foundation 10 San Bartola Drive St. Augustine, FL 32086	HumanRel	Human Relations Media 175 Tompkins Avenue Pleasantville, NY 10570
AmHorse	American Horse Council 1700 K Street, NW, #300 Washington, DC 20006	JCPenney	J.C. Penney Company, Inc. Public Affairs, P O Box 659000 Dallas, TX 75265-9000
Ballanty	Ballantyne Educational Programs 243 Dunsmere Ave. Pueblo, CO 81004	JIST	JIST Works, Inc 720 N. Park Ave Indianapolis, IN 46202-3431
CambrC	Cambridge Career Products 90 MacCorkle Ave. SW S. Charleston, WV 25303	LiveWire	LiveWire Video Publishers Div. of Elkind & Sweet Communications 3315 Sacramento Street San Francisco, CA 94118
CambrDoc	Cambridge Documentary Films, Inc. P O Box 385 Cambridge, MA 02139	MarshMed	Marsh Media P O Box 8082 Shawnee Mission, KS 66208
CareerP	Career Passports, Inc. 1319 Spruce St., Ste 201 Boulder, CO 80302	MediaG	Media Guild 11722 Sorrento Valley Rd, Ste E San Diego, CA 92121
Carnegi	Carnegie Foundation and The College Board 5 Ivy Lane Princeton, NJ 08540	Meridi	Meridian Education Corp. 236 East Front Street Bloomington, IL 61701
CtrEduc	Center on Education & Training for Employment Publications Office, 1900 Kenny Road The Ohio State University Columbus, OH 43210-1090	MetroLife	Metropolitan Life Ins. Co Dept. of Corporate Social Responsibility, Area 12-H One Madison Avenue New York, NY 10010
EdAssoc	Education Associates, Inc. 8 Crab Orchard Rd., P O Box Y Frankfort, KY 40602	NatlRoof	Nat'l Roofing Contractors Ass'n O'Hare Intern'l Ctr, Suite 600 10255 W. Higgins Road Rosemont, IL 60018

NATEF	NATEF 13505 Dulles Technology Drive Herndon, VA 22071-3415	Sunburs	Sunburst Communications 39 Washington Ave, P O Box 40 Pleasantville, NY 10510-3498
NatRest	National Restaurant Association 1200 17th St. NW Washington, DC 20036	Takeoff	Takeoff Video Educational Excellence, Inc. 8808 St. Charles Rock Road St. Louis, MO 63114
NM-SOICC	New Mexico SOICC P O Box 1928 Albuquerque, NM 87103	Technim	TECHNIMEDIA 124-126 S. 5th St. Steubenville, OH 43952
NYStateEd	New York State Education Dept. One Commerce Plaza, Rm 1623 Albany, NY 12234 Order from: Barr Films 12801 Schabarum Ave./P O Box 7878 Irwindale, CA 71706	TheMedia	The Media Center State Fair Community College 3201 West 16th Street Sedalia, MO 65301
NorthernL	Northern Light Productions 276 Newbury Street Boston, MS 02116	TheVocSt	The Vocational Studies Center Univ. of WI-Madison, 1025 W. Johnson 964 Ed Sci Bldg, Madison, WI 53706
Opportun	Opportunities for Learning, Inc. 941 Hickory Lane, Dept. XV2 P O Box 8103 Mansfield, OH 44901-8103	UnitedL	United Learning, Inc. 6633 West Howard Street Niles, IL 60648-3305
Pyramid	Pyramid Film & Video Box 1048 Santa Monica, CA 90406-1048		
Successf	Successful Job Hunting, Inc. 1660 North LaSalle St., Ste 1702 Chicago, IL 60614		

## Counselor/Career Development Professionals Survey

From October 1990 - November 1991 over 398 counselors and career development professionals completed a training workshop in Video Usage in Career Development in the following cities:

Long Beach, CA	Oct. 23, 1990	Lansing, MI	May 20, 1991
Baltimore, MD	Oct. 31, 1990	Ft. Collins, CO	June 14, 1991
Portland, OR	Nov. 7, 1990	Bismarck, ND	Aug. 14, 1991
Tallahassee, FL	Jan. 15, 1991	Ft. Collins, CO	Aug. 22, 1991
Conway, SC	Feb. 12, 1991	Oklahoma City, OK	Sep. 20, 1991
Albuquerque, NM	Mar. 22, 1991	Ft. Collins, CO	Oct. 4, 1991
Milwaukee, WI	Apr. 15, 1991	Ft. Collins, CO	Oct. 5, 1991
Seattle, WA	May 3, 1991	Ft. Collins, CO	Oct. 15, 1991
Salt Lake City, UT	May 6, 1991	Denver, CO	Oct. 18, 1991
Rochester, MI	May 17, 1991	San Diego, CA	Nov. 8, 1991

In each case participants provided reviews of career development videotapes and information offering insights to a number of career development issues.

1. With which level of students/clients do you or your programs most serve?

<u>53</u>	Elementary
<u>66</u>	Junior High
<u>188</u>	High School
<u>68</u>	18-24 year olds
<u>119</u>	Adults (24+)
<u>57</u>	Indicated more than one response

2. Were you aware of the National Career Development Guidelines prior to learning of this workshop?

<u>175</u>	Yes
<u>223</u>	No

3. If yes, how did you learn about them?

<u>104</u>	Attended a workshop/training session
<u>65</u>	Read about them
<u>69</u>	Saw a copy of them
<u>29</u>	Indicated more than one response

4. Prior to this workshop had you heard of your SOICC (State Occupational Information Coordinating Committee)?

<u>199</u>	Yes
<u>195</u>	No

5. List which Career Information Delivery Systems(s) or software you use within your program (for example: GIS, Discover, Choices, SIGI Plus, C-LECT, State Career Information System, etc.)

<u>64</u>	Choices	<u>2</u>	Career Finder
<u>62</u>	Career Info	<u>2</u>	RAVE
<u>46</u>	GIS	<u>2</u>	CAPS
<u>32</u>	Discover	<u>1</u>	GATE
<u>29</u>	MOIS Michigan	<u>1</u>	C-LECT
<u>23</u>	SIGI	<u>1</u>	Chronicle
<u>9</u>	Eureka	<u>1</u>	Contel
<u>18</u>	Career Search	<u>1</u>	National Guard
<u>6</u>	COIN	<u>1</u>	DAT
<u>6</u>	Harrington O'Shea	<u>1</u>	Josten
<u>5</u>	Choices Jr.	<u>1</u>	DIME
<u>3</u>	Inform	<u>1</u>	Explorer
<u>3</u>	WOIS Washington	<u>1</u>	Holland
<u>2</u>	FCIS Florida	<u>1</u>	Myers Briggs

6. How many career development related video tapes do you use in your work each year?

# of Tapes	# of Respondents	# of Tapes	# of Respondents
0	75	9	4
1	24	10	21
2	34	12	4
3	26	15	5
4	23	20	9
5	28	25	2
6	11	30	1
7	1	75	2
8	6	150-200	1

7. How do you now use video in your work?

<u>79</u>	Stand alone (clients/students use independently)
<u>23</u>	Take home for homework (clients/students take home for viewing)
<u>250</u>	In group guidance/workshops/class instruction
<u>44</u>	Other
<u>46</u>	Indicated more than one response

8. What has limited your previous use of video in your work?

<u>223</u>	Limited money
<u>86</u>	Limited time/access to students/clients
<u>54</u>	Lack of equipment in agency/office/school
<u>121</u>	Lack of time to preview tapes
<u>190</u>	Lack of knowledge about which videos are available
<u>28</u>	Other

9. Do you use interactive video?

<u>44</u>	Yes
<u>330</u>	No

10. Have you seen an interactive video?

<u>167</u>	Yes
<u>200</u>	No

## Wish List 1 for Future Videos Needed from Producers

The following are the 45 most frequently mentioned videos listed when 398 respondents answered the following question:

**"If cost and availability were not problems, list videos (in terms of topics) you could use in your work."**

The number indicates the frequency of times mentioned.

**- TOPICS -**

- Career Awareness, Exploration, Selection, Planning - 68**
- Interviewing Tips/Skills - 62**
- Self-Esteem - 61**
- Decision Making - 45**
- How to Keep a Job/Employability Skills - 43**
- Job Seeking Strategies/Skills - 43**
- Resume Writing - 33**
- Specific Occupation Informational Tapes - 27**
- Self-Awareness/Self-Concept - 24**
- Labor Market Trends/Occupational Outlook - 20**
- Relating Academic Subjects & Majors to Careers - 20**
- College Planning - 18**
- Goal Setting - 18**
- Study Skills - 18**
- Substance Abuse - 17**
- Coping With Change/Transition - 16**
- Assessment - Abilities, Aptitude, Interests - 15**
- Trends & Issues/Tomorrow's Workforce - 10**
- Attitudes (Positive) - 9**
- Communication Skills/Styles - 9**
- Cultural Diversity - 9**
- Financial Aid/Scholarships - 9**
- Motivation - 9**
- Education/Training (Relationship to Work) - 8**
- Non-Traditional Careers for Women, Minorities, Disables, Etc. - 8**
- Transition (Adults In) - 8**
- Dropout Prevention - 7**
- Informational Interviews - 7**
- Occupational Clusters (Skills Needed) - 7**
- Teenage Pregnancy/Parenting - 7**
- Transferable Skills - 7**
- Vocational Training/Alternatives to College - 7**
- Conflict Resolution/Mediation - 6**
- Job Applications - 6**
- Peer Pressure/Acceptance - 6**
- Problem Solving - 6**
- Sex Equity - 6**
- Special Needs Population in Career Development - 6**
- Suicide/Death - 6**
- Teamwork - 6**
- Values Clarification - 6**
- Interest Inventory and Occupational Choices - 5**
- Printed Information Resources/How to Research Different Careers - 5**
- Time Management - 5**
- Work Ethics - 5**

## Wish List 2 for Future Videos from Producers

The following are the less frequently mentioned videos listed when 398 respondents answered the following question:

**"If cost and availability were not problems, list videos (in terms of topics) you would use in your work."**

The number indicates the frequency of times mentioned. (No number =1 time)

### - JOBS OF THE FUTURE -

- Changing economy - 4
- Entrepreneurship
- Futurism in relation to job market
- Global/International labor market - 3
- High tech jobs - 4
- Local labor market information - 2
- Unusual/non-traditional careers - 4

### - THE CHANGING WORKFORCE -

- Mobile workforce
- Women in the workforce - 2
- Work values changing

### - CAREER DEVELOPMENT -

- Additional training beyond high school (importance of)
- Career clusters (understanding) - 4
- Career day
- Career guidance - 2
- Career orientation
- Career vs. job
- College vs. vocational school - 2
- Family influences on career development - 3
- Importance of career development
- Internships
- Multi-cultural barriers in career development
- Nat'l Career Development Guidelines (incorporating) - 3
- Non-traditional students and career development - 2
- overview on concept of careers
- Parents' video - helping kids explore careers - 2
- Process of career development - 4
- Promotion - 2
- Vocational and academic skills (need for both)
- Volunteerism/service learning in career planning - 2
- What employers want/what employees lack - 3
- Why people work - 2
- Work & life roles (interrelationship)
- World of work (introduction to)

### - COLLEGE -

- Dorm life
- First year of college - 4

**- ALTERNATIVES TO COLLEGE -**

Apprenticeship programs  
Blue collar supervisory skills  
Entry level jobs (skills necessary) - 3  
Trades (working at)  
Vocational classes (recruitment) - 2

**- SELF-ASSESSMENT -**

Holland's theory - 2  
Learning styles - 2  
Personality types w/career match - 3  
Vocational assessment tools

**- ADULTS -**

Lifestyle planning for adults  
Older adults (careers for) - 2

**- GETTING A JOB -**

Networking - 4  
Non-professional jobs (interviewing for)  
Self-esteem (maintaining while job hunting)  
Tight markets (finding careers in)

**- KEEPING A JOB -**

Dressing appropriately on the job

**- SOCIAL ISSUES -**

Abuse (What to do if you are being abused) - 2  
AIDS - 2  
Alcoholism (understanding as a disease; for employers)  
Barriers in employment - 2  
Displaced homemakers - 2  
Divorce: Dealing w/loss - 2  
Domestic violence  
Family dynamics  
Life roles (changing)  
Living/Dealing with parents - 2  
Male/female roles (changing)  
Post-traumatic stress disorder  
Sexual abuse prevention  
Sexuality/dating - 3  
Stereotypes (reducing)

**- PERSONAL GROWTH -**

Anger management  
Assertiveness - 3  
Balance (maintaining w/job, children, etc.) - 3  
Cooperation  
Critical thinking skills - 2  
Dealing w/difficult people  
Development/maturation - 3  
Fear (overcoming)  
Feelings - 2  
Financial management -2

**Independent living skills/life skills - 4**  
**Organizational skills - 2**  
**Perfectionism**  
**Perseverance**  
**Power within**  
**Responsibility - 3**  
**Risk taking**  
**Self-control/logical consequences**  
**Self-empowerment**  
**Self-improvement -2**  
**Stress management -2**  
**Test taking/anxiety - 2**  
**Wellness - 3**

**- TEACHERS/COUNSELORS -**

**Basic counseling techniques for teachers**  
**Bridging subject matter w/career choices**  
**Building a comprehensive counseling program**  
**Counseling single parents**  
**Effective teaching**  
**Elementary counseling (interviewing in)**  
**Employment counseling techniques**  
**Group and peer counseling - 2**  
**Multi-cultural counseling**  
**Non-verbal communication in counseling**  
**Outcome based education**  
**Standardized tests (uses of) - 2**  
**Staff development - 3**  
**Teacher in-services on importance of career education - 4**  
**Top Quality Management (Demming) - applied to university services**  
**Training counselors in career development**

**- MISCELLANEOUS -**

**Active parenting**  
**Adult learning**  
**Agencies available for dislocated workers**  
**Case management**  
**Coping during war period**  
**Customer service - how to deal with the public**  
**Federal employment (applying for)**  
**History degree (what to do with)**  
**Human resource management**  
**Interactive videos/computer software - 3**  
**Involved (being)**  
**JTPA (orientation to)**  
**Job opportunities for young teens - 3**  
**Labor market classification systems**  
**Legal issues in employment areas**  
**Liberal arts (value of in private/public sectors)**  
**Lifelong learning (importance of) - 4**  
**Link education with business**  
**Math-reading requirements**  
**Math (you too can do)**  
**Mentally ill (interacting with)**

**Motivating the unemployed**  
**Paradigms**  
**Reality therapy - benefits to learning**  
**Re-entering the job market after adversity i.e. alcoholism, prison**  
**Retirement preparation**  
**Safety**  
**Sexual harassment**  
**Showing jobs**  
**Sibling relationships**  
**Staff morale (how to improve)**  
**Success factors**  
**Success stories - 2**  
**Surviving a layoff - 2**  
**Track videos**  
**Value sensitive issues (ways to discuss)**  
**Vocations vs. avocations**  
**Work habits and classroom habits**  
**Workshops (how to present)**

**- TITLES TO SPECIFIC VIDEOS -**

**Besides the Basics: Study Skills**  
**Better Jobs Using the OOH - 2**  
**Black, Male and Successful**  
**Career Choice videos - 2**  
**Career Exploration for the 90's**  
**Careers are More than Costumes**  
**Careers in the 21st Century**  
**Changing Workplace, The**  
**College Survival, Inc. videos on orientation**  
**Dynamic Interviewing**  
**Focus on the Future**  
**Fitting In - Positive Peer Pressure**  
**From High School to College: Choice and Transition**  
**Futures tapes by Janice Escalente**  
**Getting a good start**  
**How to Keep a Job**  
**Identify Your Skills - 4**  
**It Only Takes Once**  
**"JIST" Works**  
**Losing the Future**  
**Mirror, Mirror**  
**Organize Your Job Search**  
**Outside**  
**Peters', Tom (series)**  
**Picking Your Path**  
**Planning Thru Career Exploration**  
**Power of Choice, The - 2**  
**Take Off Videos - 2**  
**Tough New Labor Market**  
**Video Career Library - 2**  
**Winning at Job Hunting in the 90's - 2**

# **Guidelines for the Preparation and Evaluation of Video Career Media**



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address listed above.

# Guidelines for Preparation and Evaluation of Video Career Media

## National Career Development Association

These guidelines are designed to assist those who select and use career-related video media. They will also assist producers in creating quality materials to meet the needs and standards of the career development field.

High quality videos accomplish specific purposes with particular audiences. Producers must not only design materials to accomplish particular ends, but must assume the responsibility for conveying information regarding the effective use of such materials.

These guidelines are geared to a particular point of view because of the user-audience orientation of the majority of guideline readers. The emphasis on content, instructional design, bias, and quality of information is considered more relevant to the concerns of NCDA members. Individuals using these guidelines must determine the extent to which videos meet the criteria. (No judgment should be made regarding the effectiveness of any materials in serving purposes other than those related to career development.)

Each criterion is designed to focus attention on standards that would discriminate between a video that is considered excellent versus one that is considered fair. Such criteria should guide users in the selection and appropriate use of videos as well as prove useful to producers who are concerned about designing highly marketable products.

### Content

This section deals with the objectives, concepts, and information portrayed in the video. It directs attention to the impact of the video on the audience. The specific criteria assess what may be learned (content) as well as the instructional design (process).

1. **Early Presentation of Intent.** The purpose of the video must be obvious to the viewer within the first quarter of the presentation. Explicit or implicit presentation of the purpose early in the video prepares the audience for the learning tasks involved and increases the effectiveness of the video as a motivational and learning tool. Deviations from this practice are acceptable providing they are a part of a rational instructional design. In such instances, the instructional design should be clearly explained in the user's guide.
2. **Integrity of Title.** The title must accurately reflect the content or purpose of the video, but creativity for the sake of audience motivation or in the name of poetic license is not ruled out. In no case, however, should the title be misleading in terms of audience anticipation or to influence potential purchasers.

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*The 1992 edition of the Guidelines for the Preparation and Evaluation of Video Career Media was prepared under the direction of Rich Feller, Ph.D., Colorado State University, Fort Collins, CO (chairperson of the CIRS Subcommittee on Video Review Guidelines), with the assistance of the Career Information Review Service Committee, chaired by Charles Mollerup, Idaho SOICC, Boise, ID. The committee wishes to thank Roger Lambert and Paul Downes for the initial leadership in this effort. The Guidelines were approved by the NCDA Board of Directors January, 1992.*

3. **Free of Extraneous (Noncareer Related) Material.** The video must adhere to an organized development of the content required in order to fulfill adequately the stated objectives. The relationship of the content to the objectives must be clearly stated in the user's guide and video packaging, and should be obvious when viewing the video.

The costs involved with videos may induce both producer and purchaser to favor videos that attempt to accomplish too much for too many. Materials must effectively deal with a manageable number of objectives for specified audiences. The video that addresses a limited number of objectives adequately is usually more desirable than one that overwhelms the audience with content and a multitude of purposes. A video directed toward a specific audience is an ideal vehicle for developing content and eliciting responses that are appropriate to the abilities and interests of that audience. The differences among audiences are too significant to be sacrificed in the name of false economy.

4. **Accurate and Adequate Presentation of Concepts and Information.** Concepts must be portrayed and illustrated within the video in a manner appropriate for the comprehension level of the intended audience(s). Terminology referring to basic career development concepts must be defined in the user's guide whenever there is a possibility of ambiguity.

Occupational information must be accurate, comprehensive, and current. Occupations and occupation groups must be portrayed in a manner that makes the video a reliable source of current information. Videos with the primary mission of conveying occupational information should include the following details:

- Work performed
- Work settings
- Potential personal rewards
- Entry requirements and advancement possibilities
- Related occupations and career alternatives
- Credential requirements and union/professional affiliations
- Personal qualifications
- Occupational outlook in terms of short-range and long-range conditions.

Factors underlying trends and changes must be identified when possible to help interpret facts as they might exist at the time of viewing. Information that is more than two years old must be considered questionable. Most videos require revision every two years in order to update information presented. It is suggested that videos be revised/updated or retrieved if they contain information more than three years old.

Information should be balanced in terms of the advantages and disadvantages of the career alternatives. Although the purpose of the video or those of the producer or distributor may preclude a totally unbiased presentation, sufficient objectivity is required to ensure credibility and accuracy of information.

5. **Stimulates Transition from Passive to Active Response.** The video must motivate the audience toward some appropriate overt behavioral response. The content and manner in which it is presented must help the transition from passive viewing to discussion, follow-up activities, or other responses to provide the active involvement that is essential for optimal learning.

## Production Considerations

This section deals with technical matters as they contribute to or detract from the video as an effective instructional tool. The specific items are intended to identify those characteristics that may be shortcomings in technical quality. Artistic judgments and aesthetic taste are left to the discretion of the producer.

1. **Credits.** Because credits serve more than just a utilitarian function in career guidance videos, the following information must appear in the screen credits to help the user and the audience identify the viewpoint and assess the reliability of the information presented in the video.
  - 1.1 **Date of production or revision.** The date of production or release of the revision must appear in the credits to inform the viewer of the currency of the information presented. Although marketing considerations may cause producers to ignore this standard, career guidance videos must provide the viewer with this important date.
  - 1.2 **Name of producer or distributor, sponsor, contributor, and sources of funds.** This information not only helps the user distinguish between videos with similar titles or contents, but it provides important reference information when the guides and other materials are separated from the videos. This information may also establish a point of view or identify a potential bias that should be considered by the audience.
  - 1.3 **Name, title, and credentials of consultants.** This information often gives credence to the production in the eyes of the audience. Although the listing must be brief, this portion of the credits should do more than just exhibit a name that conveys no meaning to the intended audience. The information may also be a reference for the user when materials accompanying the video are unavailable.
2. **Picture Quality.** The visual portion of the video must be viewed in terms of focus, clarity, color accuracy, contrast, and color balance. Individual frames and visual sequences should be free of any characteristics that detract from the intended message and impact of the video.
3. **Sound Quality.** The audio portion of the video must be viewed in terms of clarity, volume, pace, and narrative music mix. Voices should use appropriate diction and dynamics and should feature distinctive qualities when recognition of more than one voice is required of the audience. Voices should also match the individuals pictured. Music and sound effects should contribute to the meaning and message of the video. The total effect of the sound should be free of any characteristics that detract from the intended message and impact of the video.
4. **Length.** The length of the video should be weighed in balance with the content, intended audience, other technical considerations, and entertainment or aesthetic value.
5. **Packaging.** The packaging should be designed to assure maximum security of the materials and facilitate their identification and use. Color and labeling should expedite identification for storage, retrieval, and delivery. The video's general purpose, specific behavioral objectives, intended audience(s), and running time in minutes must be stated within the packaging.

## User's Guide

The user's guide is an important part of any instructional package. It is a reference document and a source of information to guide potential users in selecting and using videos effectively. The user's guide must identify the audience and purpose of the video and how to use it most effectively. It must also provide instructions and suggestions to help use the video effectively.

- 1. Credits.** Credits must be comprehensive and complete in order to serve their reference function satisfactorily. The following information should be included:
  - 1.1 Date of production/revision.** The date of production or release must be stated in the guide to inform the user of the recency of the information contained in the video. Revisions must be noted and the original titles and production dates included.
  - 1.2 Name and address of producer and distributor, sponsor, contributor, and source of funds.** This is basic identification data. Not all of this information may be available or appropriate. Such information, however, as sponsors, contributors, and sources of funds may alert the user to possible points of view or bias that may exist in the video. These data may also suggest possible sources of additional materials or information.
  - 1.3 Name, title, and credentials of consultants.** A competent professional staff is required to produce quality career guidance materials. Producers often supplement their professional staff with qualified consultants, who have had an active involvement in the production of videos and materials to meet the standards and needs of the field. The user should know of these efforts, or their lack, as a factor to consider when examining the reliability and efficacy of the video. The credentials of consultants or appropriate staff members should be explicit in terms of field of endeavor and areas of professional expertise and specialization.
- 2. Purposes, Objectives, and Audience(s).** The general purpose and the specific behavioral objectives of the video must be stated in the user's guide. Such statements must also identify the audience(s) toward which the video is directed.
 

Objectives must be concise and stated in terms that enable the user and the audience to envision the learning tasks, address those tasks, and assess the degree to which they are accomplished. Terminology referring to basic career development concepts must be defined when there is a possibility of ambiguity.
- 3. Synopsis.** The synopsis must convey an accurate description of the content of the video and the teaching strategy used to accomplish the stated purpose. It must include the running time in minutes. It is recommended that the guide also include additional aids such as full or partial scripts, frame reproductions or descriptions, and suggested stop-and-discuss points in order to assist the user in planning for effective use of the video.
- 4. Verifiable Results of Field Testing.** Reputable producers must use some kind of evaluation procedures to determine the effectiveness of their materials. Although the state of the art precludes a statement of minimum standards for field testing and evaluation at this time, the user must have information regarding results obtained when the video was used with audiences similar to the target audience(s) identified in the guide.

5. **Discussion, Activities, and Resources.** Specific suggestions must be provided to assist the user in moving the audience from passive viewing to active involvement that is relevant to the purposes of the videos and the developmental level of the intended audience(s).

Discussion questions should help the user focus on the important issues and concepts presented in the video. Suggested questions should generate reflective and inferential thinking rather than simple recall. The interests and abilities of the intended audience(s) must be considered. Suggested activities must serve some useful purpose in terms of the career development of the audience. Activities should function as opportunities for follow-up action suggested in the video or to seek answers to questions raised in the video.

A bibliography of related sources of information, a list of resources available to further the purposes of the video, and other such references must be provided to help the user amplify the impact of the video.

### **Bias-Free Presentation**

This section addresses itself explicitly to the responsibilities of the video producers to produce bias-free materials. Videos must go beyond tokenism and conventional role stereotyping and provide real examples of the world of work. A video lacking a progressive social orientation would also be deficient in objectivity and accuracy of information. The criteria in the section, however, are considered of fundamental importance and worthy of independent consideration when evaluating videos to be used for career guidance.

1. **Free of Sex/Age Role Stereotyping.** Occupational role stereotyping must be avoided. Individuals at all ages and of both sexes should be equitably portrayed at employment levels ranging from training to executive positions. The term "equitable" is used to connote fairness and justice rather than some statistically determined division.
2. **Free of Ethnic/Race/Religious/Physical Impairment/Stereotyping.** American society is multiracial and multiethnic and must be represented as such in career guidance videos. Care must be taken to avoid ethnic stereotyping and materials should be free of stereotyping based on physical impairment. Representatives from all ethnic groups as well as all individuals qualified to do a job, regardless of handicapping condition, should be portrayed at all levels of employment. Religion is not an appropriate topic in career guidance videos except as an area of employment for certain occupations.
3. **Free of Value Purposes, Social Class Bias, and Self-Serving or Promotional Purposes.** The videos must present information objectively and not imply a particular value orientation or social class bias. Explicit or implicit value judgments must not be evident regarding any work ethic. The video must be devoid of self-serving purposes and must not overtly promote a particular occupation, career field, business, or industry without due representation of both the positive and the negative factors involved.

**NCDA Video Production and Review  
Service Evaluation Form**

Video Title: \_\_\_\_\_

Date Released: \_\_\_\_\_

Sale Price: \$ \_\_\_\_\_ Rental Price: \$ \_\_\_\_\_

Producer: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Distributor: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**SETTING/POPULATION(s):**

<input type="checkbox"/> 1. Elementary Schools	<input type="checkbox"/> 5. Two-Year Colleges
<input type="checkbox"/> 2. Middle or Junior High Schools	<input type="checkbox"/> 6. Four-Year Colleges or Universities
<input type="checkbox"/> 3. High Schools	<input type="checkbox"/> 7. Other
<input type="checkbox"/> 4. Vocational Schools	

**RATING SCALE:**

5 = Outstanding 4 = Good 3 = Satisfactory 2 = Poor 1 = Unsatisfactory 0 = Does not apply

**Content:**

1. Early presentation of intent .....	5	4	3	2	1	0
2. Integrity of title .....	5	4	3	2	1	0
3. Free of extraneous (noncareer related) material .....	5	4	3	2	1	0
4. Accurate and adequate presentation of concepts/information .....	5	4	3	2	1	0
5. Stimulates transition from passive to active response .....	5	4	3	2	1	0

Total points for content = \_\_\_\_\_

**Production Considerations:**

1. Credits .....	5	4	3	2	1	0
2. Picture Quality .....	5	4	3	2	1	0
3. Sound Quality .....	5	4	3	2	1	0
4. Length .....	5	4	3	2	1	0
5. Packaging .....	5	4	3	2	1	0

Total points for production considerations = \_\_\_\_\_

**User's Guide:**

1. Credits .....	5	4	3	2	1	0
2. Purpose, objectives, and audience .....	5	4	3	2	1	0
3. Synopsis .....	5	4	3	2	1	0
4. Verifiable results of field testing .....	5	4	3	2	1	0
5. Discussion, activities, and resources .....	5	4	3	2	1	0

Total points for user's guide = \_\_\_\_\_

**5 = Outstanding    4 = Good    3 = Satisfactory    2 = Poor    1 = Unsatisfactory    0 = Does not apply**

**Bias-Free Presentation:**

1. Free of sex/age role stereotyping .....	5	4	3	2	1	0
2. Free of ethnic/race/religious/physical impairment stereotyping	5	4	3	2	1	0
3. Free of value purposes, social class bias, and self-serving or promotional purposes .....	5	4	3	2	1	0
<b>Total points for bias-free presentation = _____</b>						

**TOTAL POINTS ALL AREAS \_\_\_\_\_**

<b>75-90 = Outstanding</b>	<b>59-74 = Good</b>	<b>42-58 = Satisfactory</b>	<b>25-41 = Poor</b>	<b>0-24 = Unsatisfactory</b>
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**Synopsis (Give summary of content without judgment):**

**Critical Comments (Give strengths or weaknesses of content, production considerations, user's guide, bias-free presentation):**

**Comments (Recommendations and suggestions for the producers/authors; if there is a discrepancy between the total score and your evaluation, please document your evaluation decision):**

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

## List of Evaluators

The following is an alphabetical listing of the names and addresses of the 398 counselors and career development professionals who served as evaluators during this project.

## List of Video Evaluators

Alice G. Abeyta	Tech-Voc Institute Comm. College	525 Buena Vista S.E.	Albuquerque, NM 87106
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Robert L. Ames	Naches Valley High School	P.O. Box 159	Naches, WA 98937
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Marge Asche	Counselor	Lisbon Public School	Lisbon, ND 58054
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Ottawa Hills  
Dept. of Education  
Gilchrist Elementary  
Green Sea Floyds Elem. School  
Florida State University  
County of San Diego  
Palmer High School  
Tulsa Public Schools  
Hunter Junior High  
Michigan Rehabilitation Services  
Lincoln High School  
Loris Elementary  
JTPA/ETS  
Hunter High School  
Career Connections  
  
Carrington Elementary School  
Quest  
  
Counselor  
Southwestern OK State University  
Renton Technical College  
Drager Middle School  
Northridge University  
Naches Valley High School  
Colorado State University  
  
The Career Center  
State CMHC Prof. Association  
Hally Open Middle School  
Target Inc.  
Centennial High School  
Career Counseling Coordinator  
Psychologist  
Fowlerville High School  
Salinas City School District  
Poudre High School  
Myrtle Beach Elementary School  
Beattie Elementary  
Enoch Pratt Free Library  
Kirtland Air Force Base  
Central High School  
Grad Student - Career Counseling  
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David E. Jensen	James Valley Vocational Center	1510 Vivian St.	Jamestown, ND 58401
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Edward Lopez  
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Lloyd Lorenz  
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Jeanne W. Matheson  
Judy Matthews  
Karen Mayo  
Donna D. McAdams  
Kate McCaffrey  
Belinda McCharen  
La McCutchen

Career Counselor  
Larimer Cty Employ. & Train. Svcs  
Career Counselor/EAP

Employment Counselor  
San Juan College Student Services  
Richland Co. Vocational & Tech Ctr  
HATC  
Pittsford High School  
Grand Rapids Central High  
Ocean County Vocational-Tech School  
Horry County School District  
Richard Cty Voc & Technology Ctr.

Counselor  
New England  
Loyola College  
Pomona High School  
Homewood Elementary  
Fort Collins High School  
Private Industry Council  
Arundel Sr. High  
Colorado State University  
Vocational Studies Ctr, UW-Madison  
KAVTS  
San Mateo County  
NN SOICC Director  
Emily Griffith Op. School  
Family & Women's Center

Bottineau Public School  
Albuquerque TVI  
San Mateo County ROP  
Lake Area Vo-Tech Center  
Kearns High School  
OK Dept. Vo. Tech Ed.  
State Dept. of Vo-Tech  
Univ. of Wisconsin - Madison  
Green Sea Floyds High  
Valley City Vocational Center  
Career Counselor  
Student Services  
Hunteu High School  
DOE/Bureau of Career Development  
Rocky Mountain High School  
Pineview Elementary School  
Northern Arizona University  
MacArthur Middle School  
Centennial High School  
Weber County Schools

Wray Middle School  
La Cueva High School  
Colorado State University  
OK Dept. of Vo-Tech  
Loris Middle School

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700 W. State Street  
3111 Hamilton Street  
421 Fountain NE  
Old Freehold Road & Bley Lea  
1605 Horry Street  
708 Dakota Avenue  
1109 Sycamore  
217 Wildred Road  
1200 N. Main  
4501 N. Charles Street  
8101 W. Pomona Drive  
2701 Main Street North  
1400 Remington  
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Box 1928  
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1500 W. 7th Avenue  
3410 Church Street

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Fort Collins, CO 80525  
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Farmington, NH 87402  
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Conway, SC 29526  
Wahpeton, ND 58075  
Fort Collins, CO 80521  
Berthoud, CO 80513  
New England, ND 58647  
Baltimore, MD 21210  
Arvada, CO 80005  
Conway, SC 29526  
Fort Collins, CO 80524  
Santa Rosa, CA 95403  
Gambrills, MD 21054  
Fort Collins, CO 80521  
Madison, WI 53706  
McAlester, OK 76502  
Hillbrae, CA 94030  
Albuquerque, NM 87103  
Denver, CO 80203  
Milwaukee, WI 53233  
Tallahassee, FL 32311  
Bottineau, ND 58318  
Albuquerque, NM 87106  
Hillbrae, CA 94030  
Devils Lake, ND 58301  
West Jordan, UT 84084  
Broken Bow, OK 74728  
Fairview, OK 73737  
Madison, WI 53706  
Green Sea, SC 29545  
Valley City, ND 58072  
Long Beach, CA 90897  
Fort Collins, CO 80521  
West Valley City, UT 84120  
Tallahassee, FL 32399  
Fort Collins, CO 80526  
Tallahassee, FL 32310  
Kyotsmovi, AZ 86039  
Fort Meade, MD 20755  
Fort Collins, CO 80524  
Ogden, UT 84405  
Fort Collins, CO 80524  
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Albuquerque, NM 87122  
Fort Collins, CO 80521  
Stillwater, OK 74074  
Loris, SC 29569

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Susan Powell			

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Gloria I. Rauchle  
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Ann Reedsprings  
Deanna S. Reeves  
Cash Register  
Vance Rekdal  
Jan Rimer  
Kenneth Rimer  
Anita Risner  
Cheryl Roach  
Helen Roberts  
Judith Robertson  
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James Roman  
Rich Rothaudt  
Del Rothmann  
John Royer  
Howard Sage  
Ade Santana  
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Kim K. Schock  
Pam Schorsch  
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Pat Schwindt  
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Thelma Sharp  
Linda Sharp  
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Barb Slettenow  
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Janice G. Smith  
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Suzanne Spiker-Miller  
Betty Springs  
Martha S. Stanton  
Gina Staton  
Nancy K. Steelman  
Jim Stewart  
Amy Stewart  
La Necia Stiles-Burden  
Caryn Stone  
Kimberley Stout  
Judy Straayer  
John Strand  
Michael Strobel  
Kathleen Swanson  
Paul Swanson  
Carol Sybesma  
Rita Taylor  
Andrea R. Taylor

OK Department  
Cedar City High School  
Fort Collins High School  
Granger High School  
Counselor  
Career Center R-28  
Librarian  
Socatese Elementary  
Granite Public School  
Western Okla Av-Tech  
Steele Dawson School  
St. Joseph Co. ISU  
Constantine Public Schools  
OK Dept. of Vo-Tech  
St. James Middle School  
Mt. Clemens Middle School  
Eaton High School  
Warren Woods Tower High School  
Guest  
Casper College, Dept. Head  
Bottineau Public School  
Colorado State University  
Issaquah High School  
Northern Arizona University  
Poudre High School  
Elgin Public School  
Job Service ND  
Employment Counselor  
PACE Director  
Centennial High School  
Lively Vocational Tech Center  
  
SWOSU  
Montgomery College  
Fitzgerald High School  
YWCA AACD  
Rocky Mountain High School  
Hunter High School  
Aynor High School  
Oakland University  
Counselor  
Pee Dee Elementary  
Myrtle Beach Primary School  
Aynor/Conway Career Center  
  
Coranger High School  
Oakland University  
ODVTE  
Counselor  
Student Services  
Fort Collins High School  
Trenton High School  
Oakland Univ. Career Counseling Ctr  
The Boeing Company  
Eldorado High School  
Colon Community School  
Provo High School  
Myrtle Beach Elementary

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Box 335 Four Mile Road  
119 Butternut Drive  
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62 Park Street  
1500 W. 7th Avenue  
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500 W. Prospect #15D  
1400 Remington  
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11300 Montgomery Blvd. NE  
400 Dallas Street  
1125 N. University Ave.  
615G 37th Ave. N.

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Azusa, CA 91702  
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Myrtle Beach, SC 29575  
Granite, OK 73567  
Burns Flat, OK 73624  
Steele, ND 58482  
Centreville, MI 49042  
Constantine, MI 49042  
Bixby, OK 74008  
Myrtle Beach, SC 29575  
Mt. Clemens, MI 48043  
Eaton, CO 80615  
Warren, MI 48093  
Arcata, CA 95521  
Casper, WY 82602  
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Fort Collins, CO 80521  
Issaquah, WA 98027  
Flagstaff, AZ 86011  
Fort Collins, CO 80521  
Elgin, ND 58533  
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Fort Collins, CO 80526  
Fort Collins, CO 80524  
Fort Collins, CO 80526  
Tallahassee, FL 32306  
Oklahoma City, OK 73170  
Mutual, OK 73853  
Rockville, MD 20850  
Warren, MI 48091  
Annapolis, MD 21401  
Fort Collins, CO 80526  
West Valley City, UT 84120  
Aynor, SC 29511  
Livona, MI 48150  
Fort Collins, CO 80525  
Conway, SC 29526  
Myrtle Beach, SC 29577  
Conway, SC 29526  
Chapel Hill, NC 27514  
West Valley City, UT 84119  
Oxford, MI 48371  
Stillwater, OK 74074  
Fort Collins, CO 80524  
Fort Collins, CO 80526  
Fort Collins, CO 80524  
Trenton, ND 58853  
Waterford, MI 48329  
Renton, WA 98056  
Albuquerque, NM 87111  
Colon, MI 49040  
Provo, UT 84604  
Myrtle Beach, SC 29577

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Janice Thomas  
D. Thurmond  
Donna Tietmeyer  
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Bill Totenhagen  
Kenneth G. Trujillo  
Miriam Tucker  
Jessica G. Vaught  
Tom Vauk  
Elvia Vazquez  
Martha Vick  
Leo F. Vipond  
Susan Virenus  
Bridget Virkler  
Bill Volz  
Jim Wagner  
Rebecca Wahl  
Barbara Walters  
David Wanheim  
Debbie Wanamaker  
Wayne Warner  
Ursula C. Watson  
Doug Webberg  
Barbara Webster  
James F. Weigum  
Emily Weinacker  
Sandra Welch  
Mary Y. Wells  
Evelyn Westley  
Charlotte Whatley  
James J. Wheeler  
Sue Whiston  
Jennifer White  
Richard White  
Marcia Wildom  
Laura Willius  
Dorothy Williamson  
Gwen F. Wini  
Beverly Winter  
Nancy P. Wise  
Kriss Wittmann  
Robert H. Wood  
Ted Woodhouse  
Joanna Yaromy  
Randy Yaussi  
Bobette York  
Bonnie Zervas

Oakland University  
Thomas Jefferson High School  
FL DOE/Bureau of Career Development  
Glen Bernie Sr. High School  
Oklahoma Vo-Tech  
Roosevelt High School

Richland Cty. Vocational Center  
Albuquerque Tech. Voc. School  
Aymor High School  
Loris High School

Sonoma State University  
Mt. Crest High School  
Harvey Public #38  
HH Dow High School  
Northglenn High School  
Employment Counselor  
Cottonwood High School  
Kent School District  
OK Dept. of Vo-Tech  
Wahpeton Senior High  
Counselor  
River Valley High School  
Center of Applied Technology  
Lake Area Vo. Tech.  
Counselor  
Area Vocational Counselor  
NMSU - Carlsbad  
Nelson County Consortium  
Leonard Wesson Elementary  
San Mateo Cty. Office of Education

Mt. Clemens Middle School  
University of Nevada, Las Vegas  
YWCA  
Northglenn High School  
Michigan Rehabilitation Services  
River Valley Middle School  
Creston High  
Daisy Elementary  
Diggs-Johnson Middle School #162  
Counselor  
Student Services  
Rocky Mountain High  
Washington State Occ. Info. Coord.  
Employment & Training Services  
Poudre High School  
Hobard Public Schools  
Warren Mott High School

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25800 164th Street  
1500 West Seventh  
221 No. 7th St.  
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Troy, MI 48098  
N. Fargo, ND 58102  
Wahpeton, ND 58075  
Albuquerque, NM 87106  
Aynor, SC 29511  
Loris, SC 29568  
Loveland, CO 80538  
Sonoma, CA 95476  
Hyrum, UT 84319  
Harvey, ND 58341  
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Fort Collins, CO 80521  
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Kent, WA 98042  
Stillwater, OK 74074  
Wahpeton, ND 58075  
Fort Collins, CO 80521  
Three Oaks, MI 49128  
Edgewater, MD 21937  
Grafton, ND 58237  
Edmond, OK 73034  
Stanton, ND 58571  
Carlsbad, NM 88220  
Lakota, ND 58344  
Tallahassee, FL 32304  
Millbrae, CA 94030  
Fort Collins, CO 80524  
Mt. Clemens, MI 48043  
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Northglenn, CO 80221  
Oak Park, MI 48237  
Three Oaks, MI 49128  
Grand Rapids, MI 49505  
Loris, SC 29565  
Baltimore, MD 21223  
Fort Collins, CO 80521  
Fort Collins, CO 80526  
Fort Collins, CO 80526  
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Loveland, CO 80537  
Fort Collins, CO 80526  
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Warren, MI 48092

# **DESCRIPTIONS OF 98 REVIEWED CAREER DEVELOPMENT VIDEOS**

## **VIDEO USAGE IN CAREER DEVELOPMENT PROJECT**

**Rich Feller, Project Director  
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Ft. Collins, CO 80823  
303-491-6879**

**Funded by the National Occupational Information Coordinating  
Committee**

**April 1992**

## **Descriptions of 98 Reviewed Career Development Videotapes Listed Alphabetically**

### **America's Hospitality Industry - Ours is a Special World**

The hospitality industry is growing very rapidly. Hotels, restaurants, and supplier companies will be searching for qualified employees during the years ahead. This video adds a new perspective on the variety of occupations and the career ladders in the hospitality industry.

### **Are You Ready?**

Developed to help young people take the initial steps toward selecting a career. Designed to help young people realize that they have career options and can best take advantage of those options by setting goals and developing long-range career plans.

### **Basic Guide to Resume Writing and Job Interviews, The**

In this video, students learn what today's employers are looking for and discover the key to successful resume writing. Included are the eight steps to landing a job: Your Resume, The Search, Penetration, Homework, The Interview, Decision Time, Your New Job, and Capitalize.

### **Be Your Best Self: Assertiveness Training**

Shows students how to achieve their best self through constructive assertive behavior. Identifies the rights that are the basis for self-assertion and its goal of self respect; and demonstrates techniques for implementing them.

### **Better Jobs: Using the OOH**

Encourages students to explore possible occupations in the Occupational Outlook Handbook before they graduate from high school. Emphasizes understanding one's interests, and finding jobs centered around those interests.

### **Black, Male and Successful in America**

Designed to encourage dialogue among student, school, parent and community groups, it induces positive thinking by using historical and current role models.

### **Building Self-Confidence**

Demonstrates that self-confidence is achieved in small steps: by taking a risk now and then, by learning to deal with putdowns, and through self-validation and encouragement from others. Shows students that the more often they are willing to take risks, the more likely they are to gain success.

### **Career Exploration for the 90's**

Explores career options and sets viewers on the path to satisfying careers by helping them match their interests, aptitudes, likes and dislikes to one of the six personality types of the Holland Hexagon. Illustrates careers compatible with each personality type so students can make self-comparisons.

### **Career Journey, The**

Designed to show how the world of work can be organized around four basic work tasks - working with data, ideas, people, and things. This approach can help viewers begin thinking more about their own interests and abilities, and how they might relate them to career or job choices.

### Career Tracks

Designed to inform students about career opportunities in the automotive industry. Represents all segments of the industry, and is an informative way to help cultivate young people's interest in automotive related careers.

### Careers for the 21st Century, Vol. 1, Program 1

Profiles real people in their careers as firefighter and veterinarian. Provides the viewer with a realistic view of education and job requirements, employment outlook, earnings, and contacts for more information.

### Careers for the 21st Century, Vol. 1, Program 5--Entrepreneur/Coin Dealer, Structural Engineer

Profiles real people in their careers as entrepreneur/coin dealer and structural engineer. Provides the viewer with a realistic view of education and job requirements, employment outlook, earnings, and contacts for more information.

### Careers in Biotechnology and Genetic Engineering

Features work-site visits and interviews with actual workers as they discuss their jobs/challenges, frustrations, and unique perspectives. Typical duties, skills required, job outlook, training required, and sources of additional information are discussed. Three specific occupations are highlighted: Genetic Engineering Technicians, Bioengineers, and Biomedical Equipment Technicians.

### Careers in Caring (HO-90-2000)

An overview of the five major divisions within the growing health-related industry, and can also be used as part of a powerful recruiting presentation by the health care staff.

### Careers in Robotics

Features work-site visits and interviews with actual workers as they discuss their jobs' challenges, frustrations, and unique perspectives. Typical duties, skills required, job outlook, training required, and sources of additional information are discussed. Three specific occupations are highlighted: Robotics Engineer, Robot Programmers, and Robotics Technicians.

### Careers in Transportation and Material Moving

Features work-site visits with actual workers as they discuss their jobs' challenges, frustrations, and unique perspectives. Typical duties, skills required, job outlook, training required, and sources of additional information are discussed. Sample occupations include Tractor/Trailer Truck Drivers, Bus Drivers, Airplane Pilots and Navigators, and Forklift Operators.

### Careers 2000: Where Do I Fit In

Helps develop the appropriate career decision-making skills necessary for making a sound occupational choice. Emphasizes the importance of personal information gathering such as interests, skills and abilities in determining career choice.

### CHOICES: Nontraditional Jobs for the Nineties

Prepared to let the viewer meet New Mexicans who have chosen non-traditional technical careers, many of which were typically considered male or female careers. Emphasizes choosing a career based on interests and abilities rather than on stereotypes.

### Choices in Health

Aimed at seventh and eighth grade students to acquaint them with the many opportunities in the health field. Connects interests such as sports, math, computers, art and science with specific health field specializations.

### Culinary Careers: People, Professionalism, Service

Explores various careers in the food service industry. With the restaurant business booming, culinary schools are turning out more graduates than ever before. From chef to food writer to food consultant, opportunities in the culinary field are numerous, for both males and females. Culinary Careers is an excellent tool for familiarizing students with the on-the-job responsibilities of food service careers, as well as the necessary educational background and personal qualities needed to be successful in the field.

### Did You Get My Message? (ES807)

Clear, concise speech, correct grammar, courtesy, and positive body language, such as eye contact and good posture, combine to produce the positive communication skills that employers require.

### Dynamic Interviewing

Provides detailed pointers and examples of how the job-hunting manager (or manager-to-be) can improve his or her performance during job interviews and improve his or her chances of getting the right job. Shows managers what questions to ask the interviewer and how to answer the interviewer's questions. Selling yourself to the interviewer is illustrated with specific examples of what to say and how to say it.

### Effective Answers to Interview Questions

Concentrates on the specific issue of answering open-ended problem questions often presented in the interview process. Teaches viewers to understand the true meaning of the questions asked so they might overcome potential negatives in their backgrounds and talk about their strengths.

### Effective Interviewing Skills

Job seekers learn basics that improve their interview performances dramatically, such as ways to make the best first impression and using open-ended "problem" questions as an opportunity to present unique strengths. Also covered are techniques for closing the interview and for follow-up.

### Effective Telephone Techniques

Demonstrates ways to use the telephone to get more interviews, how to get past the receptionist, and how to communicate the job seeker's market value to potential employers.

### Entrepreneurship: A Vision for Everyone

Features the testimonies of seven young entrepreneurs who have vocational training. Their stories provide opportunities for discussion of the following issues: creativity, challenges from others, confidence in abilities, alternatives to college, transferrable skills, vocational student organizations, self-esteem building, value of education, independence, sources of financing, and hard work/long hours.

### Finding the Right College

Shows college bound students how to select a school that is right for them academically, financially and socially. Students are encouraged to consider a variety of factors such as type of school, size, location, social life, majors available, academic standards, and financial aid availability.

### Fitting In: A New Look at Peer Pressure

Designed to unite kids in their understanding of what peer pressure is; to provide them with the tools and skills they may use to deal with negative peer pressure, to provide some positive steps toward building self-esteem; and to promote positive peer pressure.

### Four Stages of Interviewing, The

Designed to illustrate four distinct stages of the interviewing process, and to help the viewer learn how to best prepare for the interview by learning to anticipate what questions might be asked, thereby being able to control the direction of the conversation as well as the outcome.

### From High School to College: Choice/Transition

Helps prospective students and their parents make the best possible choice when selecting a college. Viewers are taken through the selection process by students directly involved, and by those who have recently made their college choice. Provides concrete information about such issues as preparing for college while in high school, testing, campus visits, orientation, and the freshman year.

### Getting a Good Start

Excellent for any young person about to enter the job market. Using humor, it points out specific self-destructive behaviors and attitudes that are likely to get employees fired. Through re-enactments and discussions, helps young people to understand what attitudes and work habits are demanded by employers.

### Go For It! A Career Video for Early Teens

Designed to promote students' awareness of the need to make personal career decisions by beginning to explore their options. Developed to convey its message to a diverse, multicultural student population.

### Got a Job Interview? Learn the Skills

Shows viewers that by learning the right interview skills, they can maximize their chances for success. Singles out positive attitude as the number one job qualification. Shows how to prepare for an interview and illustrates the kinds of questions likely to be asked.

### Has Anybody Seen Phil?

A drama about stress among teenagers. Designed to help individuals identify sources of stress in their own lives and to explore positive alternatives for dealing with that stress.

### How to Keep a Job: Self-Management Skills

A. Helps students understand the importance of reliability, promptness, willingness to learn, and cooperativeness to job success. Emphasizes the key role of these self-management skills in determining an employer's perception of an employee's performance.

### I Blew It: Learning From Failure

Shows students how to turn failure around and use what they learn from it to achieve success. Provides a step-by-step process to help them re-evaluate their goals and replace feelings of helplessness with a sense of control over their lives.

### I Like Being Me: Self-Esteem

Makes students aware of the powerful impact their self-esteem has on their ability to behave in their own best interest. Shows them where this sense of self-worth comes from, w it is fostered by positive and negative feelings, and how it can be changed.

### Identify Your Skills

Knowing your skills is important to select the right jobs and to do well in interviews, yet over 90% of job seekers can't describe their skills. This video shows specific activities to help identify hundreds of skills.

### Images of Marketing Education (M-90-100)

The bridge between production and consumption...that's what marketing is. But marketing's effectiveness is influenced by a multitude of factors. Shows how marketing education in Missouri is setting the pace nationally.

### Impact of Single Parenting. The

Addresses the questions: What are the impacts of single parenting on children both socially and emotionally? What problems do the parents themselves face?

### It Only Takes Once

Designed to teach teens and pre-teens about responsible sexual choices: from saying "No" to using effective contraception. Combines humor with serious stories of teenagers who had to "grow up real fast."

### it's a New World

Helps middle school students understand the importance of science and math to their futures. Motivates students to continue taking science and math classes in middle school, high school, and beyond in order to keep career options open.

### Job Connection: Applying for Work

Job seekers explore the basics of filling out application forms. Through a TV game show format, employers and job seekers with varied employment histories share winning tips for success. They also discuss employment problems, such as being fired, laid off, out of work for extended periods, or inexperience. Possible solutions to these problems are presented. Recommended for use with high school students, people entering the job market, and adults who are in career transition.

### Job Hunt: Staying on Track

Job hunters focus on themselves and the work world before choosing a direction for their job search. They then learn the most successful ways to locate job openings and how to stay organized and motivated as they pursue their objectives.

### Job Interviewing

Offers a series of helpful tips on successful interviewing techniques. Introduces job seekers to the interview experience and demonstrates, from the employers' point of view, the characteristics of a successful interview.

### Job Search: Locating Potential Employers

Part of a twelve unit video series that presents strategies on preparing for a job search and techniques for conducting it. The occasional use of a mime to deliver instruction adds a light touch.

### Job Search Methods That Get Results

Explores the two most effective methods for a job search. The concept of "networking" and making direct contacts are presented in detail with techniques on how to utilize them to your advantage. The importance of considering small business is also stressed.

Job Survival Skills: It's a Jungle Out there

Examines the nine most common reasons for getting fired and what can be done to avoid them; and also focuses on positive things that can be done to increase chances of getting raises and promotions.

Let's Go: Success on The Job

Job hunters learn about three steps they can take for success on the job: Getting Started, Getting Up to Speed, and Getting Ahead. They also learn about basic employability skills and attitudes, such as honesty, loyalty, responsibility, and more.

Life After High School: Manufacturing Workers

Explores the relationship between work and school by examining unskilled, skilled, and professional positions in five manufacturing companies. Its mix of fantasy scenes, original music, and documentary footage is intended to help students think about the future, and even more importantly, about the present. Raises such vital issues about school and work as the realities of the work world, the relevance of high school, and the importance of learning how to learn. The video comes with a 3-lesson study guide and with a fact sheet containing educational levels and pay scales for every job portrayed.

Making Contacts: The Power of Networking

An exploration of how job seekers can use networking to find a job or advance their careers. Illustrates case of people who have used networking to land a job. Sets up scenarios of networking in action and gives guidelines designed to help viewers successfully use networking for maximum benefit. Covers: going to professional society meetings, following up on contacts, properly using business cards and filing systems, being persistent with networking, reading the trade press and networking on a variety of levels.

Marketing Your Vocational Skills-Competencies

Designed to connect vocationally trained graduates' skills with today's job market. Deals with three sections: Expressing Your Competencies, Uncovering Job Opportunities, and Dealing with the Interview.

Minou

Emphasizes the importance of self-sufficiency. Designed for the younger audience, it teaches this relevant lesson in a dramatic and positive way as students watch Minou, a beautiful and pampered cat, who suddenly must stand on her own and take care of herself.

Miracle Resume, The

Explains the basics of writing a resume, but places the useful information within a colorful story about Wayne Miracle, the hopeless comedian.

Mirror, Mirror

Depicts a female student discovering how important math and science skills can be in achieving success in non-traditional career choices.

Moving Up

Offers ways to turn a present job into a launching pad to a higher position. Shows viewers how to market their skills and value to their current organizations or a competing organization. Stresses the importance of the factors that influence how valuable someone is to his or her company. Details the best strategies someone can use right now to move up in the company.

### Negotiating Competitive Salaries and Benefits

Tells job hunters and current employees how to conduct their own investigation to determine what salary they should be earning. Takes viewers through the actual salary negotiation process, giving step-by-step instructions on how to persistently negotiate for the best salary. Current employees are shown how to sell themselves and their value to their company as part of the effort to negotiate a salary increase.

### Not Just a Job: Career Planning for Women

Introduces new ways for women to think about and plan careers. Shows a diverse group of eight women as they explore their individual values, interests and skills in a career development workshop. Designed as an overview to the career planning process to introduce new ideas and avenues to pursue.

### Only the Good Need Apply (ES811)

Offers students helpful tips on making a good first impression on the job application. Stresses the importance of neat writing, honesty, using correct grammar, taking along a resume, and clearly answering open-ended questions.

### Organize Your Job Search

Most job seekers find it very hard to structure their job search effectively. Techniques demonstrated include use of weekly and monthly calendars, sample daily schedules, follow up cards, and card file "tickler" reminder system.

### Outside

Designed to help ex-offenders get back into the workplace. Provides ex-offenders with positive role models who have successfully re-entered the work force after overcoming much adversity.

### Paper Job Search Tools

Tips are provided on the best ways to use paper search tools to get interviews, including the "mini resume", resume basics, application tips, cover letters, and tank-you notes.

### Planning a Successful Job Hunt

Presents a systematic job-search plan for those who want or need a new job. Tells job seekers what they should be looking for in a new job in terms of salary and responsibility. Shows viewers how to organize and properly use their sources, such as contacts, want ads, headhunters, personnel departments and employment agencies.

### Power of Choice, The - Self Esteem

Comedian/teen counselor Michael Pritchard visits high schools throughout the U.S. to help teenagers explore the issue of self-esteem: what it is, what it does for us, how we can enhance it, how we can undermine it, and how we affect the self-esteem of those around us. (Video package includes discussion guides)

### Profiles: Peoples & Jobs

Journalistic-style interviewers probe the "who, what, when, where, and why" of six professional specialty occupations from the Occupational Outlook Handbook (OOH), listed as follows: civil engineer, electronics engineer, operations research analyst, computer systems analyst, human services case aide, and social worker.

### Resume Experience, The

Shows how to organize skills and experience into a resume that is a useful marketing tool. Tells what to include and omit from each section of a resume.

### Risk-Taking and You

Examines why teenagers are so inclined to take senseless risks, and challenges students to explore risk-taking in their own lives. The differences between healthy and unhealthy risk-taking are explored. Special attention is focused on AIDS, teen pregnancy, drinking and driving, smoking, and drug use. Leading mental health experts discuss society's role in risk-taking and how the media--as well as pressure from peers--can contribute to a young person's tendency to take unnecessary chances.

### Roofing Careers

To acquaint young people with the roofing trade and the career opportunities available. Describes in detail some of the features of the trade such as: learning skills while being paid (apprenticeship), versatility and constancy of work, physical nature of work, location of work, variety of kinds of work, and opportunity for advancement.

### Self-Defeating Behavior: How to Stop It

Describes how many adolescents become involved in self-defeating behavior and negative thoughts loop. Shows positive modeling of appropriate behavior which fosters self-assertiveness, self-esteem and relaxation.

### Self-Esteem- The Personal Development Series

Focuses on teaching young adults to overcome feelings of inadequacy and replace them with feelings of self-worth, self-respect and self-confidence through positive thinking and realistic goal setting.

### Self-Image and Your Career

Shows young people why the key to good career decision-making is a clear, positive self-image. Helps them learn more about themselves - their personality type, aptitudes, life skills, and values - to clarify their self-image, and then use this information as a blueprint for future career choices.

### Seven Phases of a Job Interview, The

Provides detailed information on the elements employers respond to when making a hiring decision. The seven phases of a job interview discussed are: before the interview, opening moves, the interview itself, closing the interview, follow-up, negotiating, and making a decision.

### Seven Secrets to High School, The

Developed for educators to use prior to a student becoming an actual drop-out. Involves real life high school students and community adults and gives the message to incoming high school students to: get involved in extra-curricular activities, set goals, use self-discipline, develop a sense of humor, establish good study habits, exercise, and make time for self.

### Take This Job and Keep It!

Emphasizes that to survive and grow on the job, one must be an active and contributing member of the team. Emphasizes teamwork, preparation, follow-through, honesty, and communication.

Teenage Parents: Making It Work

Follows a teenage mother through a day, raising issues concerning various needs and provides the solutions a teen mother has found successful. The message includes: stay in school, obtain work experience, and know the demands and personal conflicts in teen parenting - seen from a teen parent's point of view.

Teenage Stress

Helps teens understand what stress is, what some causes are, and how it can be avoided and treated. Helps them put their problems in perspective and to know that there are others who care and want to help.

Ten Fastest Growing Careers: Jobs for the Future Program 1 of 4

Discusses the major fields where workers are in demand: the health care and legal fields, hospitality and retail, education and human resources, business and computer technology. Using on-the-spot interviews to explore the daily routines of professionals, students learn about the day-to-day activities from people on the job. Only Part One, Legal and Health Care were part of this review.

Tips For a Successful Interview

Uses former job-seekers and present employers to describe good interviewing techniques. Emphasizes the importance of appearances, timing, and people skills. After watching this video, job seekers will have a better understanding of the interview process.

Tonia the Tree

Features a young people's story about the importance and the inevitability of growth and change. It shows students that some risks are worth taking and helps them appreciate that "growth doesn't come from the outside. Growth only comes from within."

Tough New Labor Market, The and What It Takes to Succeed

Presents substantial information on the challenges of the changing labor market. Provides thought-provoking insights into what people can do to prepare. Promotes improved career planning and job seeking skills along with on-going upgrading of professional skills as essential survival skills.

Transitions: Choices for Mid-Career Changers

Targeted specifically to older and displaced workers. Will help viewers see unemployment as a time to redirect themselves and their energies. An empathetic video with very good advice and a very upbeat ending.

Unbridled Opportunities: Careers in the Horse Industry

Designed for youth interested in horses who now seek an awareness to the careers and opportunities in the horse industry. Discusses careers that may not have been previously considered within the horse industry.

Waiting Room, The

This program takes a light-hearted look at the job interview process, providing the viewer with successful job interviewing strategies and tips on avoiding the five most common interviewing errors: lack of preparation, poor communication skills, lack of motivation, vague interests, and unrealistic expectations. The Waiting Room is helpful to those just entering the job market as well as viewers seeking a promotion or making a career change.

Whatcha Gonna Do Now?

A film emphasizing the importance of education and the pursuit of careers in the health fields. Provides an opportunity to examine the process of career exploration and planning for the future.

Why Work? Six Reasons You Are Better Off Employed

Gives positive, practical answers to one of the toughest questions asked by unemployed people, especially people that are chronically unemployed: Why should I work? Uses six reasons as the basis for motivating and empowering people to become employed.

Winning at Job Hunting in the 90's

Helps the viewer become a better job hunter by teaching a mathematically precise, uniquely effective total job hunting system. Package includes workbook.

Working

Designed to help young people learn to seek and gain employment, and to keep the job once they get it. Addresses the importance of teamwork, how to behave on the job, and the application and interview process.

Working Toward a Career

Demonstrates the value of Co-op, work study, work experience and related programs to students, parents, and employers; and is very useful as a recruiting and public relations tool.

Working With Your Supervisor

Shows how a young employee should get along with his/her boss by understanding what is wanted, expected and needed. Explains the importance of communication, honesty and forthrightness with the boss in order to build the trust that is a foundation of success in any job.

Would I Work With Me?

Working teens tell their peers what to expect in the adult working world and what it takes to be a good employee and to succeed on the job. Topics covered include motivation, customer service, punctuality, job performance, work schedules and communication.

Yes? No? Maybe? Decision-Making Skills

Fosters students' decision-making skill by demonstrating the importance of self-awareness, values and goal-setting in evaluating choices. Presents a five-step process students can use to gain confidence and competence in this indispensable skill.

You and Your Co-Workers

Deals with the importance of each person's relationship with co-workers. Shows how tardiness, absenteeism, goofing off, and failure to follow the rules affects co-workers.

You Can Choose!--Cooperation

An entertaining and thought provoking video series designed to help children develop a range of important life skills and a healthy self-esteem. Each tape presents an imaginative skit in which one character makes a tough choice with the help of a group of real elementary school children. In this program, "Cooperation," children learn that cooperation is a basic life skill that helps us work successfully in groups and interact harmoniously with others throughout life. In addition to learning cooperative behaviors, children see that everything they do involves choices and that they have the power within themselves to make the best choices.

Your Aptitudes: Related to Learning Job Skills

Introduces the concept of aptitudes and helps viewers understand what they mean and how they can be used in career exploration and planning. As people gain this information, they begin to develop a picture of their strengths and weaknesses.

Your Future: Planning Thru Career Exploration

Introduces and stresses the importance of career exploration and decision-making as important steps in planning for the future. Introduces the concepts of interests, temperaments, and aptitudes.

Your Interests: Related to Work Activities

Introduces the concept of interests and helps viewers understand what they are and the important role they play in career exploration and planning. Used to develop a broader understanding of the world of work and to explore potential career fields.

Your Temperaments: Related to Work Situations

Introduces the concept of work situations (temperaments) and stresses the importance of their role in career exploration and planning. Identifying likes and dislikes for certain types of work situations broadens a person's understanding of the world of work and potential career fields.

## **NATIONAL CAREER DEVELOPMENT COMPETENCIES**

1. Knowing the importance of self concept, and learning the skills to maintain a positive one
2. Skills to interact positively with others
3. Understand change, growth and transitions
4. Understand the relationship between education and career opportunities
5. Develop positive attitudes and skills to participate in work and life-long learning
6. Locate, evaluate and interpret career information
7. Job seeking and changing job skills
8. Understand how society's needs and the economy influences the structure of work
9. Learn to make decisions
10. Understand the interrelationship of work and life roles
11. Understand changes in male/female roles and their impact on occupations
12. Understand career planning and be able to make transitions

From: Video Usage in Career Development Project  
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